

*mme*TM

Michigan Merit Examination

Administration Manual

Michigan Merit Examination

Test Supervisor's Manual for Administration

Spring 2007 Michigan Merit Examination important dates

Test Dates	Initial	Makeup	Special Testing
ACT Plus Writing	March 13	March 27	March 13 - 27
ACT WorkKeys & Michigan Math	March 14	March 28	March 14 - 28
Michigan Science and Social Studies	March 14, 15, or 16	March 28, 29, or 30	March 14 - 30*
Non-secure materials delivered to Test Supervisor	Week of February 12		
Secure materials delivered to Test Supervisor or Test Accommodations Coordinator	Week of February 26	Order March 14-16	Week of February 26
Scheduled pick-up dates for materials return	March 15 and 19	March 29 and April 2	March 15, 19, 29 or April 2

*Special Testing may not begin before the initial test administration. For example, if the initial administration of the Michigan Science and Social Studies is scheduled for March 16, the Special Testing window for Michigan Science and Social Studies may not begin before March 16.

MICHIGAN STATE BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Assistance Directory

The Michigan Merit Examination Test Supervisors (TS), Back-up Supervisors (BU), Test Accommodations Coordinators (TAC), Room Supervisors, and Proctors should read this manual in its entirety before the assessments begin. If additional resources are needed, TS, BU, and TACs should contact one of the following:

Michigan Department of Education Office of Educational Assessment

Assessment administration policy and procedures
Content
Scheduling
State Allowed Assessment Accommodations
English language learner program

Phone: 877/560-8378

Fax: 517/335-1186

Website: www.michigan.gov/mme

E-mail: mme@michigan.gov

Pearson Educational Measurement (PEM)

Ordering
Receiving
Packaging
Returning of assessment materials
Test Day Assistance
Scheduled pick-ups

Phone: 800/204-4109

Fax: 319/358-4293

E-mail: mme@pearson.com

Michigan Department of Treasury

Michigan Promise Scholarship
Eligibility requirements
Awardee and nonawardee reports

Phone: 888/4GRANTS (888/447-2687)

Fax: 517/241-4638

Website: www.michigan.gov/meritaward

QUESTIONS ON TEST DAY

800/204-4109

**The toll-free number is to be used only by test center staff.
DO NOT GIVE THIS PHONE NUMBER TO STUDENTS.**

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Test Policies and Procedures

As with all standardized testing, it is critical that the procedures you employ at your test center are identical to those at other centers. If you have any questions that are not addressed in the manual, be sure to call Pearson Educational Measurement for instructions. By strictly following MME policies and procedures, you are far more likely to create a fair testing environment.

Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one may eat or drink in the test room (unless approved for medical reasons).

You must walk around the test room to ensure examinees are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.

Confidentiality

Information about examinees is confidential, including their names. You and your testing staff are not permitted to share information about examinees or their actions on the test day with anyone other than OEAA, ACT, PEM, and your institution's administrators.

To ensure confidentiality, you may not copy documents containing individually identifiable information, or use such information for any purpose other than administering the test. If you post rosters to assist with room assignments, be sure to cover the Social Security number and date of birth columns. Questions concerning attendance or test-day procedures from any source other than OEAA, ACT, or PEM must be referred directly to PEM Call Center, 800/204-4109.

Equal Treatment

All testing staff are required to administer and supervise all sessions of the MME in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

OEAA, ACT, and PEM endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with OEAA, ACT, or PEM in subsequent investigations.

Relatives Testing

To avoid the appearance of a conflict of interest—and to protect you and your relatives or wards from allegations of impropriety—you may not serve as Test Supervisor or back-up Test Supervisor for the administration of the MME or have access to secure test materials prior to test day if any relative or ward will be taking the Spring 2007 MME anywhere within the state of Michigan. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

Because Test Supervisors and back-up Test Supervisors have prior access to secure test materials for the test date a relative or ward will be testing, that individual must delegate all supervisory responsibilities—including the receipt of test materials—to a qualified colleague and notify ACT of this action prior to test day.

If an examinee is testing at a center where a relative or guardian is serving as a Room Supervisor or proctor, that examinee must not be assigned to the room where the relative or guardian is working. The relative or guardian must not have access to that examinee's answer document or test materials.

Scores for an examinee will automatically be cancelled if:

- that examinee is found to have tested on the same test date on which a relative or guardian served as a Test Supervisor at any test center, or
- that examinee tested in a room in which a relative or guardian served as a Room Supervisor or proctor.

Conflict of Interest

To avoid any conflict of interest, no one on the testing staff may be employed by any teacher training or certification program at any college or university, or serve in a role which requires them to provide direct support to such a program.

Standardized Procedures

Throughout this *Test Supervisor's Manual* there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

All test center personnel are required to read the materials provided by OEAA, ACT, and PEM, including this manual. Adherence to these standardized procedures is mandatory.

Back-up Supervisors

Test supervisors and back-up supervisors must be listed with ACT Test Administration for every test center. Test supervisors must notify ACT before a test date if they cannot be present for that test.

Preparing to Give MME: WorkKeys® and Michigan Components

Selecting Test Rooms

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help you have successful testing experiences.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer documents. It is recommended that no more than 100 examinees be tested in one room.

When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked. You must also arrange for a phone to be available on test day in case you need to make a toll-free call to PEM.

Accessibility

Under the Americans with Disabilities Act, the MME must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Bulletin Boards

Check each room to make sure bulletin board materials related to potential test questions, charts, and maps are removed or covered.

Timepieces

Each Room Supervisor must have two timepieces in the test room to ensure accurate timing. An accurate wall clock may serve as one of the required timepieces.

Environment

Make sure the lighting, temperature, and ventilation in each room allow examinees to give their full attention to the test.

Left-handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. You need to identify the left-handed examinees at your site prior to test day.

If your normal surfaces are not large enough for left-handed examinees to work comfortably and standard left-handed desks are not available, you may use right-handed desks. Arrange two columns of right-handed desks in rows and instruct examinees to use the writing surface of the empty desk. Place these desks at the far right side of the room—your right, as viewed from the front of the room. Placing examinees on the far right side also helps to guard against looking at another's answer document and, therefore, serves as an important security measure.

Room Setup and Seating Arrangements

If seats are stationary, leave empty rows and columns of seats between examinees to achieve the required spacing. If seats are not stationary, move them to meet requirements before examinees are admitted to the room. Spread examinees out in the room as much as possible, using all the space. Seating arrangements must minimize the possibility that an examinee will communicate with a neighbor or look at a neighbor's test materials.

Test rooms are to be set up according to the following requirements:

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Seat examinees in straight rows and columns, directly in line with each other.
- The Room Supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are not acceptable because they obstruct staff's view of examinees.

Proper Use of Tables

If tables are used, see page 5 for the maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements are met. Examinees must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat an examinee where the tables join. Use the following rules to seat examinees:

- **ROUND TABLES: only one examinee** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one examinee** per table.
- **TABLES 6 TO 9 FEET: only two examinees** per table. If 6-foot tables are used to seat two examinees, a 3-foot space is required **between the tables**.

Single-Level and Multiple-Level Classrooms

It is preferred that single-level classrooms seat 25 to 30 examinees. Try to avoid using rooms with multiple-level seating. Even with five feet between examinees, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative, you may need to allow more than five feet between examinees. Before test day, determine the spacing needed to deter copying.

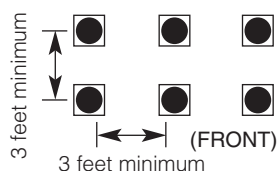
Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards that must be balanced on examinees' legs are not allowed under any circumstances; temporary surfaces that rest on the chair arms or the back of the row in front may be used only after prior approval by ACT.

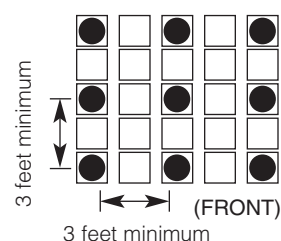
Seating Arrangement Examples

●	One examinee
L	One left-handed examinee
□	One desk

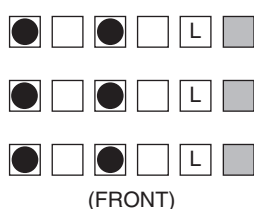
Level Seating with Movable Desks



Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks



Multiple-Level Seating with Stationary Desks

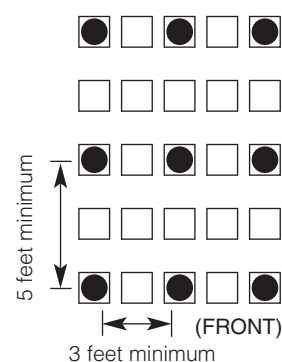
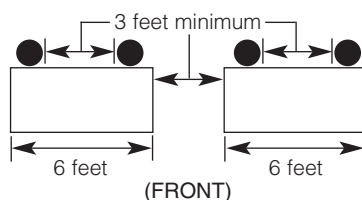
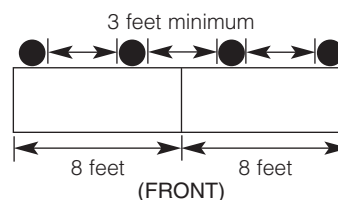


TABLE SPACING

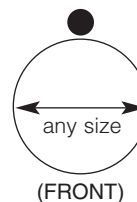
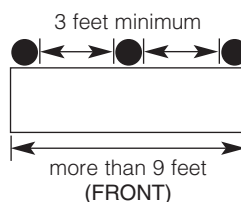
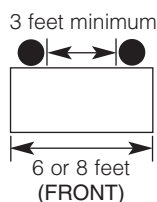
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Materials Provided by Your School

The school is responsible for providing the following items **for each test room:**

- Soft-lead No. 2 pencils with good erasers to lend to examinees who do not bring pencils
- A pencil sharpener
- A reliable watch, stopwatch, or interval timer for each test room, plus a backup timer
- Signs, cards, or other materials used in admissions procedures
- Facial tissues (optional)

Selecting Testing Staff

Test supervisors are responsible for selecting their test-day staff in consultation with the school principal. Members of the staff must be people of integrity. We encourage the selection of testing staff who reflect the ethnic and gender ratios of those to be tested.

Room Supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take the MME within the next 12 months must not administer the tests in any capacity. All testing staff must comply with the policies and procedures as detailed in this Manual.

Members of the testing staff each have a different set of test-day responsibilities.

Test Supervisor

In standardized testing, the Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under the same conditions and ensures the security of the examinations. Specific responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Arrange for students to personally complete non-test portions of their answer documents in a supervised session at school **before** test day (allow approximately 30 minutes).
- Arrange for application of bar-code labels on the answer documents.
- Select and train qualified Room Supervisors and proctors before test day.
- Select, reserve, and prepare test rooms prior to test day.
- Plan seating arrangements.
- Receive, count, and secure test materials.
- Arrange for a phone for calling PEM on test day.
- Create a roster of students for each test room.
- Conduct a pre-test briefing session for testing staff on each test day.
- Ensure that testing begins no later than 9:00 A.M. on test day.
- Document any irregularities that occur during testing and, as required, void examinees' tests.
- Distribute to staff, collect, and account for all materials.
- Ensure completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Prepare for material return by packing and sealing all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Order makeup testing materials immediately after the initial test day.
- Return all used and unused test booklets when testing is completed.
- Cooperate with OEAA, ACT, and PEM in resolving irregularities.

Back-up Test Supervisor

As previously noted, the name of a back-up Test Supervisor must be on file with ACT prior to the test date to take on the Test Supervisor's responsibilities if needed. Naming a qualified back-up before an emergency occurs helps to ensure that the tests can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day.

Room Supervisor

Each room is required to have a Room Supervisor who must serve for the entire session. The Test Supervisor may serve as Room Supervisor if only one room is used.

Specific responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Be responsible for the test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit students.*
- Mark attendance/ID on the roster.*
- Direct students to seats.*
- Count test booklets upon receipt from Test Supervisor.

- Distribute test materials, keeping test booklets in numerical order.*
- Read verbal instructions to examinees verbatim.
- Properly time tests and record the **START, FIVE MINUTES REMAINING, and STOP** times in the Manual using two timepieces; complete the Testing Time Verification Form.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to examinees and materials at all times.*
- Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.*
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.*
- Collect and account for all answer documents and test booklets before dismissing examinees.*
- Complete detailed documentation of any irregularities and, as required, void examinees' tests.
- Return all test materials and forms to the Test Supervisor immediately after testing.

*Proctor may assist with these activities.

Proctor

A proctor *may* be used to assist a Room Supervisor or the Test Supervisor if fewer than 25 examinees are testing. A proctor is **required** (*in addition to the Room Supervisor*) for every 25 examinees (or portion thereof) after the first 25 in the room. Use the following scale to determine the **minimum** number of proctors required in each room:

Number of Examinees per room:	1–25	26–50	51–75	76–100	101–125	each additional 25 (or portion thereof)
Required Number of Proctors per room:	0	1	2	3	4	+1

A proctor's responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Help admit examinees and mark attendance/ID on the roster.
- Direct examinees to seats.
- Help distribute test materials, keeping test booklets in numerical order.
- Verify the timing of the tests using a different timepiece than the Room Supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to replace defective materials, to be sure all examinees are working on the correct test, and to observe examinee behavior.
- Report any irregularities to the Room Supervisor immediately.
- Accompany examinees to the rest room if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.
- Help collect and account for all answer documents and test booklets.

Roving Proctor

Schools that use four or more rooms are encouraged to appoint a roving proctor to assist the Test Supervisor. This proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing examinees to rooms and seats.
- Assist the supervisor with preparing the test materials for rooms.
- Give Room Supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for return.

Rotating Proctors

Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be “rotated” or replaced at the mid-morning break, provided no room is ever left unattended.

Training Testing Staff

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every test center.

Test supervisors are expected to hold a training session before the test day to prepare staff for test-day activities and to stimulate discussion. On test-day morning, supervisors are required to hold a briefing session to discuss any last-minute issues that arise or concerns staff members may have.

Test Supervisor’s Manual

MDE, ACT, and PEM provide this manual, which every staff member is expected to read, to communicate its expectations. The manual is proprietary information and is copyrighted by MDE, ACT, and PEM. It is to be used only for the purpose of administering the MME (WorkKeys and Michigan Components) and is not to be copied or shared for any other purpose.

Each testing staff member is to be provided with a complete copy of this manual before the training session. It is especially important that Room Supervisors read and understand the policies, procedures, and directions.

Supplements

Updated supplements or notices may be sent to Test Supervisors before the test or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve on the policies and procedures contained in this manual.

Training Session

It is critical that all testing personnel understand the OEAA, ACT, and PEM policies and procedures. Therefore, Test Supervisors are required to train their Room Supervisors and proctors how to administer a standardized test at their institution.

Policy, procedural, and logistical issues can be discussed and potential problems avoided with a thorough training session. This session must be attended by all testing personnel, both new and experienced, so that everyone involved has a common understanding of what is to take place on test day. A Training Session Outline and Topics for Discussion are provided on pages 66–67 in this manual.

Shipments from PEM

Test materials will be sent to the Test Supervisor's shipping address.

Test materials include test booklets, answer documents, and materials needed to administer the MME (WorkKeys and Michigan Components). A Packing List is included, which accounts for test booklets by serial number.

Extra materials are included in your shipment. If additional materials are needed, a supplemental shipment will be sent via an express method.

Secure test materials will be shipped to arrive two weeks prior to the test dates, unless you have requested alternate shipping dates due to your Spring Break.

Security of Test Materials

Check-in

When a shipment arrives, **immediately** open the container(s) and count the test booklets. Test booklets must be counted individually and serial numbers compared to those on the Packing List. Check the entire shipment against the Packing List to make sure it is complete. Examine the container for signs of tampering.

Sort the test booklets for distribution to individual test rooms, allowing at least one extra in each room to allow for defective materials.

Immediately call PEM at 800/204-4109:

- if you do not receive your entire shipment (see Delayed Deliveries below first),
- if items are missing,
- if test booklet seals have been broken, and/or
- if the cartons appear to have been tampered with in any way.

Delayed Deliveries

Shipments of multiple cartons may not arrive on the same day. Please wait 24 hours before calling to report missing materials. Occasionally, a shipment of materials will arrive after the test date. If this happens, check the contents against the Packing List, reseal the cartons, and immediately return the shipment to PEM.

Accommodations Packages

If an examinee is authorized to test with accommodated materials, a special package will be included with your test materials. The package will contain detailed instructions.

Storage

After you have checked in your test materials, reseal the cartons with the provided tape and **write your name across the seal**. Be sure to save some tape for return shipping.

Lock the materials in a secure place to which you and possibly a few specifically authorized individuals have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests. Examinees must **never** have access to the cartons of materials.

If a test booklet is lost, stolen, or otherwise missing, immediately call PEM Call Center. **Even if the test booklet is missing only temporarily, do not attempt to begin an administration without first calling PEM at 800/204-4109.**

Removal from Storage and Assignment to Rooms

Do not remove the checked-in materials from the storage area until the morning of the examination.

Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on the day of the test.

Test booklets must be personally handed to Room Supervisors by the Test Supervisor. The Room Supervisor must count and write down the number and sequence of test booklets received on the Test Book Count Form. After the test, test booklet counts must again be reconciled and documented on the same form when the Room Supervisor returns the test booklets (both used and unused) to the Test Supervisor.

Be sure to keep the carton(s) in which the test materials were shipped. The cartons have reversible address flaps. They are to be used to return both used and unused test booklets from the initial and any supplemental shipments. Test materials must not be transferred to any other test center without authorization from PEM.

Test Roster

Create one test roster for Day 2 testing and one for Day 2–4 testing, prior to the test dates. You may copy the Day 1 roster, if seating is the same for the examinees. Blank forms provided on page 51.

Print on the roster the name of each student **scheduled** to test. This is an activity that can be performed when students are completing the non-test portions of the answer document. PEM must be able to determine those students who were absent on test day as well as those who were present. If you submit a list of only those students who were present on test day, your roster will not be accurate and cannot be used to determine which students to schedule for makeup testing.

If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to PEM at the same time as the answer documents to be scored.

Calculators

You must check for prohibited calculators during **WorkKeys Applied Mathematics** and **Michigan Mathematics**. Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures on page 21 to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

Permitted Calculators

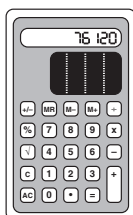
Calculators are permitted on the WorkKeys Applied Mathematics and Michigan Mathematics, but not on any of the other tests. Use of a calculator is optional. All problems can be solved without using one. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited.

Examples of Permitted Calculators

Scientific or graphing

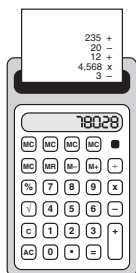
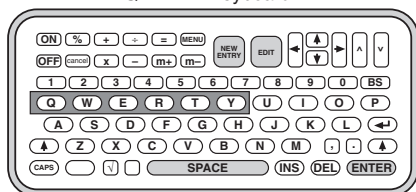


Four-function



Examples of Prohibited Calculators

QWERTY keyboard



Paper tape

Prohibited Calculators

These types of calculators are prohibited (may be updated):

- Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**
- Hewlett-Packard: **hp 48GII** and all model numbers that begin with **hp 40G** or **hp 49G**
- Casio: **Algebra fx 2.0**, **ClassPad 300**, and all model numbers that begin with **CFX-9970G**
- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—Calculators with letter keys not in QWERTY format are permitted.

Calculators Permitted with Modification

These types of calculators are permitted, but only after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators that can communicate wirelessly with other calculators—Completely cover the infrared data port with heavy opaque material, such as duct tape or electrician's tape (includes Hewlett-Packard hp 38G series and hp 48G)
- calculators that have power cords—Remove all power/electrical cords.

Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Examinees are responsible for ensuring their calculators meet ACT standards. They are informed of ACT standards for permitted calculators in the booklet *Taking the ACT Plus Writing for State Testing*, which advises them to check www.actstudent.org or call toll free **800/498-6481** for a recorded message about the latest list of prohibited calculators.

Examinees are responsible for bringing a permitted calculator and making sure it works properly. You are not expected to provide calculators or batteries. Examinees may not share calculators. They may use a backup calculator if their primary calculator fails but may not use more than one calculator at a time.

When the examinee is not working on the mathematics tests, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions of the calculator may be used.

Calculators are **NOT TO BE CLEARED** by staff before or during the test. You may clear calculators after the test only if you suspect examinees are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

If you notice when examinees are admitted that they have calculators with large characters (one-inch high or larger) or a raised display, direct them to seats where other examinees cannot see the display.

Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the *Applied Mathematics* section. **These sheets should be collected at the end of the test.**

Test Day Activities

The directions in this section are designed to help ensure a smooth administration of the MME (WorkKeys and Michigan Components). If you have problems, many of the solutions are listed in this section, and PEM is always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

Be sure every Room Supervisor has a complete *Test Supervisor's Manual* in order to verify procedures for any situation that may occur.

Authorized Dates and Times

The tests must be administered only on the day and at the time scheduled for your center. The tests may not, for any reason, be administered before or after the scheduled test date.

Administration of the WorkKeys and Michigan Mathematics must be the first activity of the morning on test day and begin by 9:00 A.M. Michigan Science and Social Studies must be administered in **one session** in the afternoon of Day 2, or the morning of Day 3 or 4. Verbal instructions must begin by 9 A.M. for morning sessions on Day 3 or 4.

Individual test rooms may begin as soon as they are filled. However, you must not start administering the test in the **last** room before the examinee arrival time, even if all examinees registered for your center are present.

Tests administered on any other date or time, without prior approval, will not be scored.

Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms.

Please inform PEM (800/204-4109) of any media requests to report on a test administration. PEM will contact ACT and MDE. This will help to ensure each request or question is answered uniformly.

Test Day Schedule:

Approximate Time—Activity

7:00 A.M. (at the latest)—Test center staff arrive

7:00–7:30 A.M.—Security inspection of testing materials

7:30–7:45 A.M.—Briefing session

7:45–8:00 A.M.—Prepare rooms, post signs, set up check-in area

8:00 A.M. (at the latest)—Examinees arrive

8:00–8:15 A.M.—Identify and admit examinees; seat examinees

8:15–8:30 A.M.—Begin verbal instructions, hand out test booklets and answer documents

8:30–9:15 A.M.—Administer WorkKeys Reading for Information

9:15–9:20 A.M.—Verbal instructions WorkKeys Applied Mathematics

9:20–10:05 A.M.—Administer WorkKeys Applied Mathematics

10:05–10:10 A.M.—Break (stand by desk)

10:10–10:15 A.M.—Verbal instructions Michigan Mathematics

10:15–10:35 A.M.—Administer Michigan Mathematics

10:35–10:50 A.M.—Collect and verify test booklets and answer documents

10:50–11:20 A.M.—Dismiss examinees for lunch break
11:20 A.M.—Examinees arrive after lunch break
11:20–11:35 A.M.—Identify and admit examinees
11:35–11:50 A.M.—Begin verbal instructions, hand out test booklets and answer documents
11:50–12:40 P.M.—Administer Michigan Science
12:40–12:45 P.M.—Verbal instructions Social Studies - Part 1
12:45–1:35 P.M.—Administer Michigan Social Studies - Part 1
1:35–1:45 P.M.—Break
1:45–1:50 P.M.—Verbal instructions Social Studies - Part 2
1:50–2:40 P.M.—Administer Michigan Social Studies - Part 2
2:40–2:55 P.M.—Collect and verify test booklets and answer documents
2:55 P.M.—Dismiss examinees

Optional Schedule:

Optional Schedule for administering Michigan Science and Social Studies Part 1 and 2.

7:00 A.M. (at the latest)—Test center staff arrive
7:00–7:30 A.M.—Security inspection of testing materials
7:30–7:45 A.M.—Briefing session
7:45–8:00 A.M.—Prepare rooms, post signs, set up check-in area
8:00 A.M. (at the latest)—Examinees arrive
8:00–8:15 A.M.—Identify and admit examinees; seat examinees
8:15–8:30 A.M.—Begin verbal instructions, hand out test booklets and answer documents
8:30–9:20 A.M.—Administer Michigan Science
9:20–9:25 A.M.—Verbal instructions Social Studies - Part 1
9:25–10:15 A.M.—Administer Social Studies - Part 1
10:15–10:25 A.M.—Break
10:25–10:30 A.M.—Verbal instructions Social Studies - Part 2
10:30–11:20 A.M.—Administer Social Studies - Part 2
11:20–11:35 A.M.—Collect and verify test booklets and answer documents
11:35 A.M.—Dismiss examinees

Briefing Session

Test supervisors are to hold a briefing session **each** test day morning, even with experienced staff. Be sure to discuss any test-center specific information (e.g., policies on the wearing of hats), and the topics in any supplement. The topics listed in the Training Session Outline on pages 66–67 should also be reviewed. Confirm that everyone understands the policies and procedures in this manual and answer any staff questions.

Admitting Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the Room Supervisor is ready to admit examinees. Admit examinees by checking them in, one-by-one, at the door of the test room. Do not allow an examinee to enter the room unless the Room Supervisor has verified the examinee's identification and documented this on the roster. If an examinee cannot present acceptable ID at the door, do not admit him or her to the room. After ID is checked, admitted students must stay in the test room. If it is necessary for an examinee to leave, recheck ID upon his or her return.

This is a good time to check that all cell phones and pagers, including those of testing staff, are turned off or barred from the room. Do not allow examinees or staff to bring food or drink, including water, into the test room.

Identification of Examinees

All examinees are required to present an acceptable form of identification (see pages 15 and 16) or be personally recognized (face-to-face) by a school faculty member *before* being

admitted to the test room. If an examinee without acceptable ID is permitted to test, the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate type of ID accepted.

Indicate the form of identification accepted for admitting each examinee:

P = Photo ID

L = ID Letter (School or Notarized)

R and initials = Personal Recognition by Testing/School Staff

— = Absent (Absence must be indicated to verify an examinee was not present.)

Collect all of the following items you accept as identification, and send them to PEM with the roster after testing. Collect and send the actual item presented, not a photocopy (see page 15).

- School Identification Letters*
- Notarized Statements*
- Transcripts*
- Newspaper/publication clippings

**Must be signed by the examinee on test day, in the presence of a staff member.*

Acceptable Identification

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

<hr/> Current Official Photo ID Roster Notation = P	<ul style="list-style-type: none"> • Current (not expired); AND • Issued by a school, employer, or city/state/federal government agency; AND • Show the examinee's first and last names; AND • Current photo clearly recognizable as the examinee. • Signature not required. • <i>Examples: driver's license, passport, school ID</i>
<hr/> Recent Published Individual Photo Roster Notation = P	<ul style="list-style-type: none"> • Must be original, not a photocopy or reproduction; AND • Published within the last two years; AND • An individual (not a group) photo, clearly recognizable as the examinee; AND • Examinee's first and last names in the caption. • Signature not required. • <i>Examples: newspaper, school yearbook</i>
<hr/> Identification Letter Roster Notation = L	<ul style="list-style-type: none"> • On original, official school letterhead. If the official letterhead is computer generated or photocopied, it must be embossed with a raised or inked school seal; AND • Individually completed and signed, in ink, by a school counselor or other school official—who may not be a relative; AND • Signed by the examinee, in ink, in the presence of that school official; AND • Examinee's name and a full description including age, gender, height, weight, race, hair and eye color, OR • Attached, recent (within two years), recognizable photograph with a school seal or the school official's ink signature across a portion of the photo.
<hr/> Notarized Statement with Photo Roster Notation = L	<ul style="list-style-type: none"> • Sworn statement by a notary public—who may not be a relative—identifying the examinee by name; AND • Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND • Signed by the examinee, in ink, in the presence of the notary public.
<hr/> Transcript with Photo Roster Notation = L	<ul style="list-style-type: none"> • Signed in ink by a school counselor or other school official—who may not be a relative; AND • Attached, recent (within two years), recognizable photograph with the school official's signature or school seal across a portion of the photo; AND • Signed by the examinee, in ink, in the presence of that school official.
<hr/> Staff Recognition Roster Notation = R plus staff initials	<ul style="list-style-type: none"> • Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is not a relative of the examinee; AND • That staff member's initials <i>must</i> be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid).

Note: If all examinees in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., "all students in this room were recognized by _____").

Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph

- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not working as a member of the test day staff, including classmates, parents, counselors, and teachers
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Traffic ticket, even with a physical description and signature
- Web page with photo

Examinees Without Identification

Do not admit examinees without identification to the test room. If examinees can arrange for the ID to be presented **before the test booklets have been distributed**, or if the examinee is personally recognized by a member of the testing staff, he or she can be admitted. Do **not** delay testing waiting for a student to bring identification or allow testing of late examinees.

Under **no** circumstances may an examinee be admitted after test booklets have been distributed. Dismiss examinees without ID.

Left-handed Examinees

You must determine who will need a left-handed writing surface if you are not using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the proctors for proper seating assignments.

Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a seat. **Do not allow examinees to choose their own seats.** Direct left-handed examinees to appropriate seats (see page 5).

To reduce the opportunity for prohibited communication, examinees who arrive together must not sit near each other. You may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on.

Proctors can direct the examinees by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

Seating examinees alphabetically is usually acceptable. However, if you notice two examinees who are obviously together, be sure they are separated before testing starts. **Be sure all examinees face the same direction.**

Unauthorized Testing Aids

The use of scratch paper, notes, or any foreign language or other dictionary (unless used as an approved accommodated condition) is not permitted. Examinees should do any scratch work in the test booklets.

Test Monitoring Responsibilities

All testing staff, Room Supervisors, and proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Examinees must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to help prevent prohibited behaviors.
- During the test, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during the testing or allow unauthorized personnel in the test room.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

Timing

WorkKeys	Reading for Information	45 minutes
	Applied Mathematics	45 minutes
Michigan Components	Mathematics	20 minutes
	Science	50 minutes
	Social Studies - Part 1	50 minutes
	Social Studies - Part 2	50 minutes

Announcement of Time Remaining

A verbal announcement of time remaining should be read five minutes before the end of each assessment. If a chalkboard or write-on board is available, write the starting and end-of-test time on it at the start of the assessment along with the announcements.

Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Examinee Questions about Test Items

If an examinee has a question or concern about a particular test item, instruct the examinee to “just do the best you can.” Do not comment on or add in any way to the assessment. Avoid discussing examinee concerns during the assessment because this takes up testing time and may distract other examinees. After the assessment, include an explanation of the examinee’s question, the test name, and the Test Form Number on the Testing Irregularity Report (page 53) and return it with the answer documents to be scored. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

Irregularities

Irregularity Report

It is critical that any incident involving an injury to one or more examinees, or damage to the test center, be clearly and completely documented.

Complete an Irregularity Report (page 53) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from, or who left, the test center without completing the tests. If there are no irregularities in any rooms at your test center, it is not necessary to return a report.

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire center). If this occurs, follow the instructions below and call PEM as soon as possible. Remember to safeguard the security of the test materials at all times.

Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call PEM. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call PEM.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report. Remember that examinees who are not familiar with your facility may be distracted by sounds or movements that do not seem distracting to you.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call PEM as soon as you can safely reach a telephone.

Inclement Weather

If the weather in your area is threatening, **wait** to cancel an administration until the decision to do so is absolutely clear, preferably on the morning of the test day. It is best to test, if it is possible to do so safely. If severe weather poses a danger to your center's testing staff or examinees, do not open your center.

Proceed with testing all examinees who are able to get to your test center by the designated start time. Examinees who could not attend should test on the scheduled make up date.

You must notify PEM—by fax or by phone—as soon as the decision is made to close the center. On the test date, call PEM at 800/204-4109.

If you do test, document any inclement weather in your area on your Irregularity Report, even if only a small percentage of examinees were unable to travel.

Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—a test booklet is unaccounted for, you must immediately call PEM at 800/204-4109.

Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve. **MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, a retest of **all scored** tests in that booklet is required, not just the test that was mistimed.

Extreme care must be taken to ensure the exact time is allowed. It is required that two timepieces be used in each room, and that one of these be an interval timer or a stopwatch.

If a mistiming does occur, allow examinees to make up a shortage before leaving the room. If a shortage on a previous test is discovered after examinees have begun work on their next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.

If a mistiming is discovered after the examinees have left the room, call PEM immediately on the test day. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please attach only the affected answer documents to your Irregularity Report so the situation can be resolved as expeditiously as possible.

Power Failure

If a power failure occurs and examinees cannot be moved to a location with adequate heat, ventilation, light, and examinee spacing, try to determine from local sources when power will be restored. Then, call PEM immediately to determine what to do next.

Do not dismiss examinees until you have received instructions to do so. If you do not have a proctor to assist you, collect the test booklets and answer documents before leaving the test room to call PEM.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the examinee the answer document will not be scored and the reasons for your action.** Each instance must also be documented on the Irregularity Report.

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- If it is not possible to give the same test form, give the student another test booklet. (Attach the answer document to the Irregularity Report at the end of the test session.)
- If a change in a test form occurs during the WorkKeys test administration, call PEM immediately for further directions.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call PEM for further directions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

Testing personnel and examinees are not permitted to duplicate or record any part of the MME assessments by copying, taking notes, photographing, scanning, or using any other means. All answer documents and test booklets must be returned to test center personnel. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior or Refusal to Turn In Test Materials.

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked “VOID.” Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call PEM (during the test, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- **Unauthorized Marking of Responses in Test Booklet Instead of on Answer Document.** Unless the examinee has an accommodation that allows the examinee to mark their answers in the test booklet or on a large-type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee without an approved accommodation has mistakenly marked responses in the test booklet and has not transferred them to the answer document, instruct the examinee to:

1. Immediately transfer responses for the current test from the test booklet to the answer document.
2. Continue testing by marking answers only on the answer document.
3. Only responses marked on the answer document during the allowed time will be scored. Therefore, do NOT allow the examinee to transfer responses from prior tests for which time has already been called, and do NOT allow the examinee to transfer responses during the break or after the test.
4. Document the situation on the Irregularity Report.

PEM will **NOT** transfer responses from the test booklet to an answer document. Unless the examinee requests the answer document be marked VOID, it will be scored as received.

- **Marking Responses in a Future Section of Answer Document** (e.g., marking responses in the section for Test 2 during administration of Test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:

1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
3. After testing is completed, supervise the examinee as he/she transfers the information on side 1 of the answer document and all previous test responses from the first answer document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)**
4. Mark the first answer document “REPLACED,” document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.

- **Marking Responses in a Previous Section of Answer Document** (e.g., marking responses in the section for Test 1 during administration of Test 2) or **Working on Wrong Test** (e.g., working on Test 2 during time allowed for Test 1). Both of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in Dismissal for Prohibited Behavior on page 21.

Examinees Who Become Ill

Collect the test booklet and answer document from an examinee who becomes ill and asks to leave the test room. If the examinee returns and continues testing, lost time may **not** be made up. Record the time lost on the Irregularity Report.

If an examinee indicates he or she will not finish the test because of illness, **determine whether the answer document should be scored or whether the student should be scheduled for make up testing.** Indicate the examinee's response on the Irregularity Report. If the answer document is not to be scored, mark VOID in large letters across page. If the answer document is marked VOID, staple it to the Irregularity Report. If the answer document is to be scored, all tests attempted will be scored. It is not possible to score only certain tests.

Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee's test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees' safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document void, and attach the examinee's test materials to the report.

Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior exactly and continue testing.

Prohibited behaviors include:

- looking back at a previous test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using calculators on any test other than the *Applied Mathematics* and *Michigan Mathematics* tests
- using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to test until dismissed after testing concludes)
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm, pager, or phone to sound in the test room
- filling in ovals after time has been called

Have a colleague verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The Test Supervisor does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him/her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the examinee to another seat. If you suspect an examinee has filled in ovals after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

You do not need to observe prohibited behavior if you are certain it occurred. For example, if you are certain that five ovals left unfilled at the end of a test section were filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

Dismissal for Prohibited Behavior

If you decide to dismiss an examinee, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. Tell the examinee:
 - a. You observed or are certain of the prohibited behavior.
 - b. He/she is being dismissed because of the behavior.
 - c. The answer document will be marked VOID and will not be scored.
4. Write VOID on the answer document. Do so in the examinee's presence if possible.
5. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The test room of the examinees.
 - c. The details of what you observed.
 - d. The statements you and the examinee(s) made.
 - e. The names of the staff who observed or were certain of the irregularity.
6. Attach the VOID answer document to the Irregularity Report and return it with your other test date documentation.
7. Fill in bubble 10B in the School Use Only section on the back page of the answer document for the appropriate content area.

PEM will not score the answer document(s) if you follow these procedures. However, if you do not inform the examinee that the answer document will be marked VOID and clearly indicate this on the Irregularity Report, the answer document will be scored.

Voiding Answer Documents

Mark an answer document VOID and staple it to the Irregularity Report for the following reasons **only if**:

- An examinee becomes ill and **asks** that the answer document not be scored.
- An examinee asks that the answer document not be scored for any reason.
- An examinee has been dismissed for prohibited behavior **and has been told the answer document will not be scored.**
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced.

Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID.

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call PEM immediately and describe the situation in detail, including the examinee's name and Social Security or ID number (from your roster) and the test booklet number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

Test Administration Procedures

Test Supervisor's Instructions

In order to maintain test security and assure valid scores, it may be necessary for OEAA, ACT, or PEM to verify testing conditions some months after the actual test date. Test supervisors can aid in this process by keeping a record of those conditions for a year after the test date. This record should include an examinee roster for each test administration. The roster should indicate all examinees who actually took the test.

Your examinees will use two answer documents: the WorkKeys and Michigan Mathematics Document; and the Michigan Science and Social Studies document. It is **very important** that all testing personnel be familiar with the instructions on completing the personal demographic information, **Test Form Number**, and **Booklet Number** on the answer documents. The Test Form Number indicates which answer key will be used in scoring the assessment. Therefore, **if a Test Form Number is not entered correctly, PEM cannot score the answer document correctly.**

Once the timed portion of a test has begun, do not admit examinees who arrive late.

Instructions Before Test Day

Examinees will be informed that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the assessment.)
- A calculator, if they wish to use one, for the *Applied Mathematics* and *Michigan Mathematics* assessments

Inform examinees and staff that no food or drink will be allowed in the test rooms unless preauthorized due to medical necessity.

Avoiding Common Errors in Completing Answer Documents

Room Supervisors and proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing the demographic information:

- grid only one oval per column.
- start with the first box and first column of ovals in the block.
- grid name and address in addition to writing them in the spaces.

When completing each assessment section:

- grid the appropriate test form code in addition to writing the code in the boxes and the name in the space provided.
- emphasize that examinees must mark their responses on the answer document, not the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

1
SITE NAME AND ADDRESS

City High School

School/Company

Anytown Comm. School Dist.

District/Institution

Anytown

City

Iowa

State

11111

Zip Code

2
NAME

Last Name
First Name
MI

ADAMS

JOHN

Q

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

Verbal Instructions for Completing Demographics on Answer Documents

MME Day 2: ACT WorkKeys and Michigan Mathematics

The demographic sections will need to be completed **prior** to test day. During this separate in-school session, the Test Supervisor is responsible to ensure all eligible students complete the demographic information on the answer documents.

Note: Completion of Boxes 10 and 11 on page 12 of Michigan Science and Social Studies answer document requires planning and a local district decision before scheduling the demographic sections with students.

Read and become familiar with these instructions prior to having students complete demographics. Read aloud all instructions in the shaded boxes. Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses, for example “I/We,” is intended as an option for the testing staff to select and should not be read aloud.

Distribute the answer documents after all students are seated. Blank answer documents may be counted and given to the first student in each row to pass back.

When everyone is seated and you have everyone’s attention, say:

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend. I (we) will now distribute the answer documents....

Use only a Number 2 soft-lead pencil. Do not use a ballpoint pen or colored pencil. If you do not have a Number 2 pencil, please raise your hand.... Make all marks heavy and dark. Fill in each oval completely, but do not extend your pencil marks outside the ovals. Do not make marks anywhere on your answer document except as directed. Turn your answer document so that page 1 faces you.

In block **1** fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. The century has been pre-gridded for you.

Look at block **2**. Print your name in the boxes labeled “Name.” Begin in the first box and enter your last name. Then enter your first name where indicated and finally enter your middle initial where indicated....

Now fill the corresponding oval beneath each letter and the blank oval beneath each empty box....

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does not want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block 4. Do not make any marks in this field.

In block 5, fill in the oval for your gender.

Moving on to block 6, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

Do not enter any data in block 7; this is a school use only section.

Please do not write in block 8. I (we) will place a barcode label on your answer document.

In block 9, print the name of your school on the first line. Do not use abbreviations. On the second line, print the name of your district. Finally on the last line print the city, state, and zip code for your school.

Once students have completed filling out their demographic information for the WorkKeys and Michigan mathematics answer document, collect all WorkKeys and Michigan Mathematics answer documents. The answer documents should be placed in a separate box before handing out the next set of answer documents.

**MME Day 2, 3, or 4:
Michigan Science and
Social Studies**

Distribute the Michigan Science and Social Studies answer documents as directed below. Blank answer documents may be counted and given to the first student in each row to pass back.

When you have everyone's attention, say:

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend. I (we) will now distribute the Michigan Science and Social Studies answer documents....

Use only a Number 2 soft-lead pencil. Do not use a ballpoint pen or colored pencil. If you do not have a Number 2 pencil, please raise your hand.... Make all marks heavy and dark. Fill in each oval completely, but do not extend your pencil marks outside the ovals. Do not make marks anywhere on your answer document except as directed. Turn your answer document so that page 1 faces you.

In block 1 fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. The century has been pre-gridded for you.

Look at block 2. Print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then enter your first name where indicated and finally enter your middle initial where indicated....

Now fill the corresponding oval beneath each letter and the blank oval beneath each empty box....

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does not want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block **4**. Do not make any marks in this field.

In block **5**, fill in the oval for your gender.

Moving on to block **6**, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

Do not enter any data in block **7**; this is a school use only section.

Please do not write in block **8**. I (we) will place a barcode label on your answer document.

In block **9**, print the name of your school on the first line. Do not use abbreviations. On the second line, print the name of your district. Finally on the last line print the city, state, and zip code for your school.

Class/group codes are a local district option. See the directions for using class/group codes on page 64. If your school is using class/group codes, you may have the students grid the codes in Box 10 of the answer document, or an authorized user may enter this information using the mass demographic update on the OEAA-secure site.

If your students will **not** be gridding the class/group code on their answer document, they only need to complete side 1. Skip the directions for Box 10.

If your students will be gridding the class/group codes on their answer document, provide the class/group codes for the students (posted on the board, student hand-out, etc.) using directions provided by your Test Supervisor. Read the following directions to your students.

Now turn your answer document over to the back page (page 12). Find block 10. In this block you will mark the class/group code for each subject area. Follow my instructions carefully.

Use directions provided by your Test Supervisor to assist the students in completing block 10 for each subject area.

Once students have completed filling out their demographic information for the Michigan Science and Social Studies answer document, collect all answer documents. The Day 2, 3, or 4 answer documents should be placed in a separate box. This completes the student portion of the pre-test gridding on the answer documents.

The Test Supervisor, back-up supervisor, and test accommodations coordinator can begin the process of applying the correct student barcode labels to the answer documents prior to test day.

Begin with the MME WorkKeys and Michigan Mathematics Answer Documents. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label is found, carefully place the label in Box 8. The label should fit within the box and not flow over to one side or the other.

Continue this process with all remaining answer documents. Once all MME WorkKeys and Michigan Mathematics Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Next, gather the MME Michigan Science and Social Studies Answer Documents and labels. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label is found, carefully place the label in Box 8. The label should fit within the box and not flow over to one side or the other.

Continue this process with all remaining answer documents. Once all the MME Michigan Science and Social Studies Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Note: If a barcode label cannot be found for a student's answer document, or if the information on the barcode label is not correct, the Test Supervisor should use the OEAA-secure site to print a barcode label.

Between now and test day, complete the information in Box 7 - School Use Only Report Codes (on both Day 2 and Day 2, 3, or 4 Answer Documents), and Box 11 - Research Codes (on Day 2, 3, or 4 Answer Document only), if applicable. Please note that this information can also be entered using the Demographic Update on the OEAA-secure site.

Report Codes have been included in Box 7 - School Use Only, on both Day 2 and Day 2, 3, or 4 Answer Documents. Schools must make the decision as to whether these ovals are completed, using the following guidelines. Fill in the ovals for all that apply.

- **Home Schooled**—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the Michigan Merit Examination, but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district and wish to test. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.
- **Formerly Limited English Proficient (LEP)**—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)
- **Homeless**—A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, or campgrounds.
- **Native Language for English Language Learners (ELL) and Formerly LEP students**
 - ☐ Spanish
 - ☐ Arabic

- ☐ Chaldean
- ☐ Other Language

Research Codes (Box 11 on page 12 of the Day 2, 3, or 4 Answer Document) – Use of this field is a local district option. The following important points should be considered before deciding to use research codes:

1. Research questions must be developed at the district level, and each response must be assigned a different number from one to ten. Each student may code one response per question on his or her answer document (one response in the Report I column and one response in the Report II column).
2. Coding information must be provided to staff members assisting with the pre-test demographic gridding if students are to code their own answer documents.
3. Districts may elect to use one or both of the Research code columns in any or all of the content areas.
4. Content of the Research columns will be reported in the student data file exactly as gridded. It will not appear on any MME report.
5. This data can be entered via the mass demographic update on the OEAA-secure site.

MME Day 2 Testing: WorkKeys and Michigan Mathematics Tests

Test Day	Follow directions for Admitting Examinees to the Test Room, Identification of Examinees , and Directing Examinees to Seats , on pages 13 to 16 in this manual.
Required Forms	Completed rosters, Seating Diagrams, Test Booklet Count Forms, and Testing Time Verification Forms are required for each test room used. Forms are included in this manual. Instructions for completion are printed on the forms. If you have any questions, contact PEM.
Starting Time	<p>Testing may begin as soon as all examinees have been identified and seated. Testing must begin no later than 9:00 A.M. If any room starts later than 9:00 A.M., document the time and reason on the Irregularity Report. Starting the timed tests after 9:00 A.M. may result in the cancellation of scores for all students in that room. (Not applicable if you are administering Michigan Science and Social Studies immediately after lunch on Day 2.)</p> <p>ABSOLUTELY NO ONE MAY BE ADMITTED TO THE TEST ROOM AFTER TEST BOOKLETS HAVE BEEN DISTRIBUTED. If this policy is violated, the answer documents for the students admitted late will not be scored.</p>
Verbal Instructions	<p>The Michigan Merit Exam must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time. Do not leave the room even if only one examinee is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed by the verbal instructions, not prior to the arrival of examinees.</p> <p>To ensure standardized conditions, it is important that Room Supervisors read the following verbal instructions loudly, clearly, and as they are written. These instructions are for standard time administrations.</p> <p>Practice reading these instructions before test day. On test day, read aloud verbatim all the instructions in the shaded boxes. Do not depart from this text.</p> <p>When reading the instructions, pause after each series of dots (. . .) and look at the examinees to be sure they are following instructions.</p>

**Verbal Instructions
for Administering
Reading for Information**

This morning, you will be taking part 2 of the Michigan Merit Exam, which includes the WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics assessments.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may use it only during the mathematics test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 2 and find Section A at the top of the page. Leave Box 10 blank. Find Box 11 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called

- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the



45 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____

Transfer to Testing Time Verification Form on page 59.

oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. You will have 45 minutes to work on this test. Do not mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at the left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

**Verbal Instructions
for Administering
*Applied Mathematics***

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys *Applied Mathematics* test. Look at your answer document. Turn again to page 2 and find Section B, the *Applied Mathematics* section.

Leave Box 13 blank.

Go to Section B - Applied Mathematics in your test booklet. Break the seal of your *Applied Mathematics* section now.

Turn to the directions page and read the directions silently as I read them aloud....

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi (π), use the number 3.14 for that value. If you have a π key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: $(2 + 6 + 7) \div 3$.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get } 477)$$

$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...



Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. You will have 45 minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working....

45 Minutes

START _____

5 minutes remaining _____

STOP _____

Transfer to Testing Time
Verification Form on page 59.

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

We will now take a 5 minute break. You may stand quietly beside your desk. Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until after you are dismissed.

Verbal Instructions for Administering *Michigan Mathematics*

At the end of the break, say:

Attention. Please get ready to resume testing....

When everyone is ready, say:

Look at your answer document. Turn to page 2 and find Section C - Michigan Mathematics. Break the seal on Section C of your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

In this section you will continue to demonstrate your understanding of mathematics. You will have 20 minutes to finish this part of the test.

Read each question carefully and write all answers in Section C of your **Answer Document**. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 15 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.



20 Minutes

START _____

5 minutes remaining _____

STOP _____

Transfer to Testing Time
Verification Form on page 59.

When you reach the end of Section C, you may check your work for Section C only. Do not work on any other section of this test.

Once you have finished, close your booklet and **Answer Document** and put down your pencil.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 20 minutes** and say:

We are now ready to begin the test. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 15 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 20 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below (as specified by your Test Supervisor).

Option 1: Before dismissing your students, advise them when to report for the final portion of the Michigan Merit Exam, (Michigan Science and Social Studies). Then give them directions about the school schedule for the remainder of the day.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

OR

Option 2: Dismiss students for a 30 minute lunch. Stress the importance of returning promptly from lunch and being ready to test.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

**MME Day 2, 3, or 4 Testing:
Michigan Science and
Social Studies Tests****Verbal Instructions
for Administering
*Michigan Science***

Follow all directions on page 30 for the Michigan Science and Social Studies test administration.

This morning (afternoon), you will be taking the final portion of the Michigan Merit Exam, which includes Michigan Science and Social Studies.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may not use it for any part of the science or social studies test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test

questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A Michigan Science. Leave Box 14 blank. Find Box 15 - Test Form.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 15 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 16 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of Section A Michigan Science section. . . Turn to page 1 and read the directions silently as I read them aloud...

In this section you will continue to demonstrate your understanding of science. You will have 50 minutes to complete Section A.

Section A contains 53 multiple-choice questions. Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your **Answer Document**. If you are not sure of the answer to a question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.



50 Minutes

START _____

5 minutes remaining _____

STOP _____

Transfer to Testing Time
Verification Form on page 61.

Verbal Instructions for Administering *Michigan Social Studies - Part 1*

If you finish Section A early, you may check your work for Section A only.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 50 minutes** and say:

We are now ready to begin the test. You will have 50 minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 50 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B, Michigan Social Studies Part One. Break the seal for Section B on your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

Section B of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section B contains 26 multiple-choice questions and one written response question. You will have 50 minutes to complete this part of the test.

Use a No. 2 pencil to mark your answer choices in Section B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.



50 Minutes

START _____

5 minutes remaining _____

STOP _____

Transfer to Testing Time
Verification Form on page 61.

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

If you finish Section B early, you may check your work for Section B only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 50 minutes** and say:

We are now ready to begin the test. You will have 50 minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 50 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

You will have a 10-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room. (If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.)

Give general directions and locations of restrooms and drinking fountains, if appropriate. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any examinees remain in the room, monitor them closely.

Resume testing after exactly 10 minutes. Do not delay the start of Test 3 waiting for examinees who return late from the break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not mark the answer document VOID until you determine whether to schedule the student for makeup testing (see page 49).

At the end of the break, say:

Attention. Please get ready to resume testing... Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Remove your answer document and check page 1 to be sure your name appears in **Box 2...**

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 2**

When you have all students' attention, continue:

Look at your answer document. Turn to page 8 and find Section C, Michigan Social Studies Part 2. Break the seal for Section C on your test booklet now.

Turn to page 19 and read the directions silently as I read them aloud.

Section C of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the question.

Section C contains 31 multiple-choice questions and one constructed response question. You will have 50 minutes to complete this part of the test.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

Use a No. 2 pencil to mark your answer choices in Section C of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 50 minutes** and say:

We are now ready to begin the test. You will have 50 minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have checked the time, say:



There are five minutes left.

When your watch or timer indicates **exactly 50 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

50 Minutes

START _____

5 minutes remaining _____

STOP _____

Transfer to Testing Time
Verification Form on page 61.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified:

Either dismiss examinees or direct them to the next school activity as determined by your school administration. Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items E, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

Return of Answer Documents and Test Materials

Room Supervisor Tasks

All materials, including unused test materials and materials to be scored, must be returned to the Test Supervisor at the completion of the test session. Do not keep any testing materials and do not leave any test booklets or answer documents unattended.

To ensure that each student's test results are reported as accurately and quickly as possible, you should assemble and check the answer documents carefully at the completion of the test session.

- Make sure there is an answer document for each student who took a test. Keep the following answer documents separate for additional processing by the Test Supervisor:
 - Answer documents requiring a new student barcode label
 - Incomplete answer documents – student started the test session, but left before the end of the test session due to illness or other emergency – schedule for Make-up test administration.
 - Answer documents for student(s) dismissed for prohibitive behavior – fill in bubble **B** in column 10 in the School Use Only box for the applicable subject area on the back page of the student answer document.
 - Reading – Box 14
 - Mathematics – Box 15
 - Science – Box 12
 - Social Studies and Writing – Box 13
- Make sure the number of answer documents matches the number of admitted students.
- Turn all answer documents the same way; they need not be alphabetized.
- Check each answer document for the following:
 1. Is the name printed and gridded properly?
 2. Is all other required School Use Only information complete and accurate?
 3. Has each student completed the test booklet number and test form number? **This information is required for scoring.**
 - Day 2 – Boxes 11 and 12 on page 2
 - Day 2, 3, or 4 – Boxes 15 and 16 on page 3
 4. Does the answer document have a barcode label in box 8 that matches the gridded student name?
- Use the *Testing Irregularity Report* form on page 53 to describe any irregularities which could affect the student's scores. Place the report on top of the answer documents and return to the Test Supervisor. This includes any VOID or Replaced Answer Documents. Attach them to the Irregularity Report that reports the incident.
- **Keep other used and unused test material separate, including test booklets and unused answer documents, and return all materials to your Test Supervisor for return to PEM.**

Test Supervisor Tasks

Day 2 and Day 2, 3, or 4 materials should be kept **separate** when returning materials. Complete all Day 2 (WorkKeys and Michigan Mathematics) first, then use the same process for packing Day 2, 3, or 4 (Michigan Science and Social Studies) materials. All materials are **color-coded** to assist with organizing and returning materials.

- Collect all test booklets and answer documents from your school or test center.
- Ensure that all non-scorable test materials (used and unused), including manuals and report forms, have been collected from every test room. Do not shred any materials.
- Keep the following materials for the Make-Up Test Administration
 - Pre-ID answer documents for students who were absent
 - Blank answer documents
 - Unused MME Administration Manuals
 - Blank MME School Header Sheets
 - Blank MME Class/Group ID Sheets

- All other testing materials must be packaged for return to PEM immediately following the Initial MME Test Administration, after completing the steps below.
 - Verify that each answer document has the correct student barcode label in Box 8. If any answer document is missing a barcode label, or has the incorrect barcode label, use the OEAA secure site to print a barcode label and apply in Box 8.
 - Verify that the Report Codes in Box 7 have been gridded for all applicable students.
 - Verify that TACs have completed the Admin Codes and School Use Only sections (Boxes 10 – 15 for Day 2, and Boxes 12 – 17 for Day 2,3, or 4) for all students testing with accommodations.

Materials Return

- Use the boxes that your materials originally came in for return.
- Each return shipment will have two types of returns: Scorable and Non-scorable.
- Place the materials in the shipping carton(s) **bottom to top**, in the order listed below:

Non-Scorable Shipment – After Initial Test Date

1. (bottom of the carton) **Used** administration manuals (following Day 2, 3, or 4 Michigan Science and Social Studies initial administration). Keep a copy of the Materials Return Instructions for your reference.
 2. All unused test booklets (regular type) – do not retain any booklets – new booklets will be sent for make-up testing.
 3. All used test booklets (regular type).
 4. All used and unused accommodated test format materials (e.g. large print, audio cassette) *only* if testing is completed.
- Reverse the flap on the box(es) and place one of your **WHITE** return address labels on the outside of the box.
 - Seal each box so the Pearson Educational Measurement address is visible. Write your name across the seal.
 - **Number each box 1 of 5, 2 of 5, etc.**

Scorable Shipment – After Initial Test Date

1. (bottom of the carton) Answer documents to be scored
 2. Complete an MME School Header Sheet per instructions printed on the sheet. Place the completed School Header Sheet on top of the answer documents to be scored.
 3. Place all forms and reports completed by the Room Supervisors during the test administration, as well as completed Class/Group ID sheets (optional) on top of the School Header Sheet.
- Reverse the flap on the box(es) and place one of your **COLORED** return address labels on the outside of the box.
 - Seal each box so the Pearson Educational Measurement address is visible. Write your name across the seal.
 - **Number each box 1 of 5, 2 of 5, etc.**

Ordering Make-up Test Materials

- Order Make-up Test materials via the OEAA secure site for the following:
 - Students who were absent on the initial test date
 - Students who became ill on the initial test date and were unable to complete the test session.
 - Students who enrolled in your school too late to be included in the initial test window.
 - Home-school students who requested to participate in the MME at your school too late to be included in the initial test window.

Non-Scorable Shipment – After Make-up Test Date

- Return all test materials from both the initial and make-up test dates
 1. (bottom of the carton) Used and unused administration manuals (following Day 2, 3, or 4 Michigan Science and Social Studies administration). Keep

- a copy of the Materials Return Instructions for your reference.
- 2. All unused or blank answer documents
- 3. All unused test booklets (regular type)
- 4. All used test booklets (regular type)
- 5. All used and unused accommodated test format materials (e.g. large print, audio cassette).
- Reverse the flap on the box(es) and place one of your **WHITE** return address labels on the outside of the box.
- Seal each box so the Pearson Educational Measurement address is visible. Write your name across the seal.
- **Number each box 1 of 5, 2 of 5, etc.**

Scorable Shipment – After Make-up Test Date

- 1. (bottom of the carton) Answer documents to be scored
- 2. Complete an MME School Header Sheet per instructions printed on the sheet. Place the completed School Header Sheet on top of the answer documents to be scored.
- 3. Place all forms and reports completed by the Room Supervisors during the test administration, as well as completed Class/Group ID sheets (optional) on top of the School Header Sheet.
- Reverse the flap on the box(es) and place one of your **COLORED** return address labels on the outside of the box.
- Seal each box so the Pearson Educational Measurement address is visible. Write your name across the seal.
- **Number each box 1 of 5, 2 of 5, etc.**

Test Accommodations Coordinators must also complete the following:

- As each test administration is completed, the TACs are responsible for ensuring completion of all required MME report forms.
- Turn all answer documents the same way; they need not be alphabetized.
- If any student used a large type worksheet or wrote responses in the test booklet, the TAC must arrange to transfer the responses to the answer document.
- Attach *Large Type Worksheets* (if any) – to MME Testing Roster. Be sure all test responses have been transferred to a scannable answer document.
- PEM will not transfer responses.

Materials Return

PEM has arranged for pick up of your materials. All materials **MUST** be shipped prior to any schools breaks or vacations begin.

There are four specific pick up dates based on the testing schedule.

Return of Materials

- Initial:
March 15 and 19
- Make Up:
March 29 and April 2

Please note: Do NOT include any Day 1 ACT materials in the shipment of your WorkKeys and Michigan component materials. Day 1 materials are to be shipped separately to ACT.

Materials not received by April 6th will not be scored nor receive priority in reporting.

MME Testing Roster

(This document may be photocopied for Day 2 and Day 2–4.)

Page _____ of _____

Note: Your school may provide a readable list of students, by test room, in lieu of this roster. Test date, testing staff, and room number/name must appear on the list and the type of ID accepted must be marked on the list on test day.

Name of School _____

Where Students Tested _____

Check the test this roster applies to:

- ☐ WorkKeys and Michigan Mathematics
☐ Michigan Science and Social Studies

City/State _____

Room Name _____

Room Supervisor's Name _____

Room Number _____

ACT High School Code

--	--	--	--	--	--

TYPE OF ID

P = Photo ID
L = ID Letter

R and initials = Recognized
– = Absent

STUDENT'S NAME (please print or type) List all students scheduled to test in this room.	TEST DATE	
	Mark attendance by noting type of ID	
	INITIAL	MAKEUP
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Test Supervisor: Return one completed form for each test room with your other reports. Retain a copy for your files.

MME Irregularity Report

Complete and return **ONLY** if irregularities have occurred.

Testing School Name _____ Room Name/Number _____ ACT High School Code _____

Testing School Name				
Room Name/Number				
ACT High School Code				

City/State _____ Test Date _____

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

Note **all** irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. ATTACH VOID ANSWER DOCUMENTS and defective test materials to this form. **Return this form with the used answer documents.**

PLEASE PRINT OR TYPE:

INDIVIDUAL IRREGULARITIES

PLEASE PRINT OR TYPE:

INDIVIDUAL IRREGULARITIES

Examinee's Name	Examinee's Social Security Number (optional)	Time/Test Irregularity Occurred	Test Booklet Form/Number	Type of Irregularity								Answer Document Marked Void?			
				Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Ovals After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Voided by Staff	Voided by Staff	No	
1.															
Explanation:															
2.															
Explanation:															
3.															
Explanation:															

GROUP IRREGULARITIES

# of Examinees in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide PEM with a list of examinees affected by this irregularity. Call PEM immediately if a mistiming occurs.

Room Supervisor's Signature _____

Test Supervisor's Signature _____

Room Supervisor's Signature _____

Test Supervisor's Signature _____

MME Seating Diagram

ACT High School Code Testing School Name

Test Date (mm/dd/yy) / / Room Supervisor Name

Number of Testing Staff in Room Room Name/Number

- ☐ Single-Level room ☐ Desks: WRITING SURFACE SIZE INCHES BY INCHES
OR
☐ Multiple-Level room ☐ Tables: SIZE FT BY FT Number of examinees per table

Distance between examinees: side-to-side (shoulder-to-shoulder) FT front-to-back (head-to-head) FT

During Test 1:
On the diagram, enter the serial number of test booklet distributed to each examinee. Count examinees in the room
Count the test booklets handed out in this room
Used #s: A B

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

↓ FRONT OF ROOM (the direction examinees are facing)—ALL examinees in the room must face the SAME direction ↓

Test Supervisor: Return this form with your roster.

MME Seating Diagram Instructions

1. During testing, all Room Supervisors must complete this form for their room even if only one examinee is in the room. Complete a separate form for Day 2 and Day 2, 3, or 4 test sessions. Complete all information. Please be accurate.
2. Hand test booklets individually to each examinee present in sequential, serial number order. Do not skip serial numbers and do not assign a test booklet to an empty seat. If your room has a broken sequence of booklet numbers, distribute all booklets of the first sequence (A) before distributing booklets from the second (B) sequence (see example).
3. On the Seating Diagram, show where examinees are seated in relation to each other in the room—one examinee (seat) per square. If using tables, draw a circle around examinees seated at the same table. Stand at the front of the room (facing the examinees) and draw the diagram from that perspective. For test security, all examinees in the room must face the same direction—if they are not, document this by drawing an arrow inside the square for each seat to indicate the direction each examinee is facing in the room. If this diagram does not reasonably fit your room, complete the top half of page 55, draw your own diagram on a separate sheet of paper and attach it to this form.
4. During Test 1:
 - Record the number of examinees in the room.
 - Record the quantity and serial numbers of Day 2 or Day 2–4 test booklets distributed to examinees.
 - Circle the test session this form applies to: WorkKeys and Michigan Math or Michigan Science and Social Studies.
 - On the Seating Diagram, indicate each occupied seat by writing the examinee's test booklet number in the square that corresponds to the examinee's seat in the room. The number of occupied squares on the Seating Diagram must equal the number of examinees in the room for Test 1.
 - Show unoccupied seats by drawing an X through them.
5. Examinees are to remain in their same seats for the entire session. If you must move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the Irregularity Report.
6. Crosscheck the booklet numbers and examinee counts you entered on this form with the numbers entered on your Test Booklet Count Form.
7. Test Supervisor: Return this completed form with your rosters.

Example:

35000 00001	X	35000 00002	35000 00003
X	35000 00004	35000 00005	35000 00006
35000 00007	35000 00008	35000 00009	X
35000 00010	35000 00221	X	35000 00222

Test Booklets used:

Sequence A: 3500000001–3500000010

*Sequence B: 3500000221–3500000222

← In this example, examinees are seated at tables with two examinees per table (see #3 above).

MME Test Booklet Count Form

ACT High School Code Testing School Name

Test Date (mm/dd/yy) / / Room Supervisor Name

Number of Testing Staff in Room Room Name/Number

Received Before Testing—Complete A or B on test day morning when the Room Supervisor receives materials from the Test Supervisor. Record **all** test booklets received for this room. Include any booklets added to the room after the initial count. Both the Room Supervisor and Test Supervisor must sign/initial below when booklets are received.

A. Day 2 Test Booklets Received.

Total test booklets received for this room

Sequence A

First serial number

Last serial number

(Sequence B)

First serial number

Last serial number

B. Day 2–4 Test Booklets Received.

Total test booklets received for this room

Sequence A

First serial number

Last serial number

(Sequence B)

First serial number

Last serial number

I have counted and verified the test booklets received for this room:

Room Supervisor Signature Test Supervisor Initials

C. Examinee Count During Test 1

Number of examinees testing in this room

Number of occupied seats shown on the seating diagram

These two numbers must match

Returned After Testing—Complete D–G after testing. Do not allow any examinee to leave the room until all materials have been accounted for. Both the Test Supervisor and Room Supervisor must sign/initial below when materials are returned after testing concludes.

D. Day 2 Test Booklets Returned:

Complete after Michigan Mathematics.

USED test booklets

UNUSED test booklets

Total test booklets returned to Test Supervisor

E. Day 2–4 Test Booklets Returned:

Complete after the Social Studies Part 2.

USED test booklets

UNUSED test booklets

Total test booklets returned to Test Supervisor

The numbers of used and unused test booklets returned must equal the numbers received in A and B above.

F. Answer Documents Returned: Number of answer documents for examinees who tested

Make sure you have **one** answer document for every examinee in the room. This number must equal C above.

G. Make sure the appropriate bar code label has been applied to each answer document.

I have counted and verified the answer documents and test booklets returned after testing:

Test Supervisor Signature Room Supervisor Initials

Test Supervisor: Return this form with your roster.

MME Test Booklet Count Form Instructions

This form is to be completed by the Room Supervisor on test day, signed and initialed by both the Room Supervisor and Test Supervisor upon receipt and return of materials. Use a separate form for Day 2 and Day 2-4.

A and B. Test Booklets Received

1. BEFORE TESTING: Complete Sections A and B in the presence of the Test Supervisor, at the time you receive your room's test booklets from the Test Supervisor on test day.
2. Make sure your test booklets are in serial number order. If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the Test Supervisor immediately and do not proceed further until the discrepancy is resolved.
4. Room Supervisor—sign to signify that you personally counted and verified your materials.
5. Test Supervisor—initial to acknowledge the materials were received and accounted for.
6. The Room Supervisor is now responsible for these materials until they are returned to the Test Supervisor after testing.

C. Examinee Count During Test 1

7. DURING TEST 1, count the examinees in the room.
8. Enter the number of occupied seats you documented on your Seating Diagram (page 55). This serves as a crosscheck for you to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

D and E. Test Booklets Returned

9. After Michigan Mathematics on Day 2, collect and count the test booklets. After Social Studies - Part 2 on Day 2-4, collect and count the test booklets. Do not allow any examinee to leave the room until all materials have been accounted for.
10. Be certain the total of used and unused test booklets equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee's booklet is missing. No one may leave the room until any discrepancy is resolved.

F. Answer Documents Returned

11. Be certain you have an answer document for every examinee—if necessary, check answer documents against your roster.
12. Verify that each answer document has the correct student barcode label in Box 8.
13. Return all answer documents that need a barcode label in a separate group to the Test Supervisor.

After Testing

14. Return all materials and forms to the test supervisor.
15. Test Supervisor—in the presence of the Room Supervisor, count and verify all materials returned to you after testing. Sign below Section G to signify that you personally counted and verified the returned materials. Keep answer documents that need a new barcode label separate for further processing.
16. Room Supervisor—initial below Section G to acknowledge all materials were returned and accounted for.
17. Return this completed form to PEM with the other test administration forms after testing.

MME Testing Time Verification Form — Day 2

Completed by Room Supervisor as tests are administered.

Testing School Name: _____

Test Date: _____

Room Supervisor: _____

			–			
--	--	--	---	--	--	--

ACT High School Code

Room Name/Number: _____

Test 1



START

5 minutes remaining

STOP

Transfer from page 34

Test 2



START

5 minutes remaining

STOP

Transfer from page 36

Test 3



START

5 minutes remaining

STOP

Transfer from page 38

Test Supervisor: Return this form with your roster.

MME Testing Time Verification Form — Day 2–4

Completed by Room Supervisor as tests are administered.

Testing School Name: _____

Test Date: _____

Room Supervisor: _____

			–			
--	--	--	---	--	--	--

Room Name/Number: _____

ACT High School Code

Test 1



START

5 minutes remaining

STOP

Transfer from page 43

Test 2



START

5 minutes remaining

STOP

Transfer from page 44

Test 3



START

5 minutes remaining

STOP

Transfer from page 47

Test Supervisor: Return this form with your roster.

MME Testing Staff List

(This document may be photocopied for Day 2 and Day 2–4.)

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

ACT High School Code

--	--	--

 –

--	--	--

Test Date (check one) ☐ INITIAL
☐ MAKEUP
☐ ACCOMMODATED

Testing School Name _____

City/State _____

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with the administration of the MME. Also list those individuals who assisted with or handled test booklets in any way.

Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Test Supervisor: Return this form with your roster.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



CLASS/GROUP ID SHEET

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

INSTRUCTIONS

This is an **optional** form. The purpose of this form is to allow schools to receive Student Roster Reports for each content area by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the district or school.

This form needs to be completed for every teacher, counselor, or group. The person completing this form will need a teacher or group name and the class/group number(s) assigned to the teacher. (See directions for box 5.) Class/group numbers should be assigned by the District Assessment Coordinator or the MME Test Supervisor.

Instructions for each area on the form are as follows:

1. Print the name of the person completing this form (teacher or MME Test Supervisor), the district name, and the school name.
2. In the boxes under TEACHER NAME, indicate the name of the teacher for whom the class/group number(s) are being provided, and grid the corresponding bubbles.
3. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement at 1-800-204-4109.
4. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement at 1-800-204-4109.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple classes or groups, up to six (6) different numbers can be included on this form. If the Class/Group Number is less than 4 digits, fill in with zeroes to the left of the number.

This form should be delivered to the MME Test Supervisor. Instructions for return to the scoring contractor are printed in the MME Administration Manual.

2 TEACHER NAME																			
LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

3 DISTRICT CODE				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

4 SCHOOL CODE				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

5 CLASS/GROUP NUMBER																			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



SCHOOL HEADER SHEET

INSTRUCTIONS

1. Print the name of the person completing this form, the district name, and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
4. Fill in the bubble next to the type of Answer Document being submitted with this School Header Sheet. Use a different School Header Sheet for each type of Answer Document.
5. In the boxes under Answer Document Count, write the number of used answer documents that are under this header sheet. Grid the corresponding bubbles.
6. Verify that each Answer Document has the correct student barcode label affixed in Box 8. If any Answer Document is missing a barcode label, or has the incorrect student label, use the OEAA-secure site to print a barcode label and place in Box 8 on the student Answer Document. Sign this form in Box 6 when you have completed the barcode verification process.

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 SCHOOL CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Please be sure all fields are completed.

4 ANSWER DOCUMENT TYPE

- ☐ **WorkKeys and
Michigan
Mathematics**
- OR**
- ☐ **Michigan Science
and Social Studies**

5 ANSWER DOCUMENT COUNT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

6

I have verified that all answer documents have the correct student barcode label affixed in Box 8.

Signature of person completing this form.

Training Session Outline and Topics for Discussion

Test supervisors are expected to discuss the following topics with their staff during their training sessions:

I. Security of Test Materials

- A. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
- B. Describe how Test Supervisors will distribute materials to the test rooms, and how Room Supervisors are to distribute materials inside the test rooms.
- C. Room Supervisors are to count test booklets when they receive them from the Test Supervisor, and again before examinees are dismissed. Review the use of the Test Book Count Form.
- D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Observers from OEAA, ACT, or PEM must be asked for a letter of introduction or identification.
- E. Staff members must NEVER leave a test room unattended.

II. Room Preparation

- A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
- B. Describe any items that will be supplied by the school (e.g., pencils, timepieces, tissues) and how they will be distributed and returned.

III. Test Day Activities

- A. Staff members are to report to the test center by _____ A.M. Check-in of examinees must begin no later than _____ A.M.
- B. Review acceptable forms of identification. Emphasize the importance of comparing the photo ID or the description to each person.
- C. Review a roster and explain the information it contains and how it is used on test day. Staff members who admit examinees based upon personal recognition must initial the roster appropriately.
- D. Review the conditions for admission. These relate not only to identification, but also to the test center roster and roster additions.
- F. Examinees must report to the test center no later than _____ A.M. Room Supervisors should not wait for examinees who arrive late or who are attempting to produce an acceptable form of identification.
- G. Examinees must not be allowed to select their own seats. **Instead, direct them to specific, assigned seats**, with particular attention paid to separating obvious friends. Testing may begin as soon as all those present have been seated.

H. Testing must begin by 9 A.M.

IV. During the Test

- A. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, jewelry, coins in pockets, perfumes, or other items that may distract examinees.
- B. Information concerning potential examinee dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of rest rooms, and smoking restrictions.
- C. Verbal instructions must be read verbatim.
- D. To protect the security of the tests, test booklets and answer documents may **not** be distributed prior to admitting examinees.

- E. Only examinees may break the seals on test booklets. Testing staff are **not** authorized to open any test booklets.
- F. Accurate timing of each section of the test is critical. Room Supervisors must record the start, five-minute warning, and stop times in their manuals. Discuss the consequences of a mistimed section.
- G. Room Supervisors must complete a Seating Diagram showing where examinees were seated and how test booklets were distributed. They must also complete and initial a Test Book Count Form before and after testing. Stress the importance of providing complete and accurate information for every item on these forms, which assist in keeping tests secure. Number of test booklets handed out (used) and number of examinees in the room (Xs on Seating Diagram) must be the same.
- H. Staff members must not read (other than this manual), correct papers, use a computer, or do anything not related to administering the test. They must not eat, drink, smoke in the test room, or use a cell phone unless calling PEM.
- I. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
- J. During the test, staff members are to walk quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that examinees are marking their answers on the proper section of their answer documents. Advise staff not to pause near an examinee long enough to be a distraction.
- K. Discuss what actions to take if staff members observe prohibited behavior.
- L. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency.
- V. After the Test
 - A. Room Supervisors must verify the count of test booklets on the Test Book Count Form, then return test materials, reports, and Seating Diagrams to the Test Supervisor.
 - B. The number of used test booklets (seals broken) must match the number of examinees tested in each room.
 - C. Determine which students will be scheduled to test on the makeup date. The Test Supervisor must order materials on the OEAA secure site no later than March 14, 2007 for Day 2 or March 16, 2007 for Day 2, 3, or 4.

Appendix A: MME Assessment Accommodations Policy and Procedures

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are customarily used during routine classroom activities may be considered to be used during the administration of the Michigan Merit Exam (MME) assessments. The Office of Educational Assessment and Accountability (OEAA) provides an Assessment Accommodation Summary Table, see Appendix B. It identifies standard and nonstandard accommodations for the MME assessments for students with disabilities, Section 504 students, and/or for students with limited English proficiency (also referred to as English language learners, or ELL). The table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, documentation must be documented in the student's Individualized Education Program (IEP). The documentation must be specific for *each* content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

English language learners (ELL) may be given accommodations for MME assessments if the accommodations are customarily used during normal classroom activities and assessment. Decisions regarding appropriate accommodations for ELL may be determined in a number of ways. Districts with large populations of ELL may assign this responsibility to a coordinator or specialist at the administrative level who consults with the classroom teacher. In districts with small populations of ELL, the decision may be the responsibility of the classroom teacher and the Test Accommodations coordinator.

Spring 2007, all components of the MME will have more than one form administered in order to maximize the number of embedded pilot items administered across the state. All accommodated versions of these assessments produced by the State (Braille, enlarged-print, audio, and video) will be reproduced from a form 1 assessment booklet. Unless there is a total loss of vision, each student taking an audio version of an assessment must also have a regular printed copy of a form 1 assessment booklet to use with the audio version. Accommodated versions of the assessments will be shipped with a form 1 assessment booklet.

NOTE: Standard assessment accommodations do **not** change the construct that the assessment is measuring and **do** provide a valid score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores that are not valid. Use of nonstandard accommodations may also adversely affect a student's eligibility to earn a Michigan Promise Scholarship. In addition, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for both the school and district, and are counted as not proficient when calculating AYP.

A school cannot make Adequate Yearly Progress (AYP) if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, for students with disabilities, it is highly recommended that districts check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the significant consequence of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the Individualized Addendum Manual Insertion (February 2005). These documents can be found at www.mi.gov/ose-eis in the Administrative Forms, Guidelines & Procedures section.

All questions related to assessment accommodations for students with disabilities and Section 504 students should be directed to Peggy Dutcher, coordinator of Assessment for Students with Disabilities (email: dutcherp@michigan.gov, or phone 517-241-4416).

All questions related to assessment accommodations for English language learners, also referred to as Limited English Proficient, should be directed to Marilyn Roberts, director of the Office of Educational Assessment and Accountability (email: robertsm@michigan.gov, or phone 517-335-0567).

All questions related to the Michigan Promise Scholarship should be directed to the Michigan Department of Treasury (toll-free 888-447-2687).

POLICY AND PROCEDURES

Local Decision for Accommodations on WorkKeys and Michigan Components

Students with a current Individualized Education Program (IEP), Section 504 Plan, or who are English language learners must have the need for test accommodations documented.

There is **no** separate request form for accommodations on WorkKeys or the Michigan components of the MME. ACT's approval of accommodations applies to the administration of the ACT Plus Writing **only**. School personnel are advised to use ACT's approval as a guideline for ordering alternate formats (e.g., audio versions, large print) of the WorkKeys tests and Michigan components of the MME. Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the "Michigan Components" columns of the attached accommodations summary table, even if the student tests without those accommodations on the ACT.

Ordering Accommodated Materials

The Test Accommodations Coordinator is responsible for ordering accommodated materials for all students at the school who need accommodated materials for Day 2 and Day 2, 3, or 4 MME assessments, using the OEAA Secure Site (www.mi.gov/oeaa-secure).

Sequence of Tests

Day 2 and Day 2, 3, or 4 MME assessments must be administered in the order listed: WorkKeys Reading for Information (first), WorkKeys Applied Mathematics (second), Michigan Mathematics (third), Michigan Science (fourth), Michigan Social Studies – Part 1 (fifth) and Michigan Social Studies – Part 2 (sixth).

Testing over Multiple Days or During Separate Sessions

If testing over multiple days, each test must be completed during one session and the examinee may not return to a test after being dismissed from that testing session. All tests must be completed in the designated window.

Extended Time (IEP, 504, ELL)

IEP, Section 504, and ELL instructional teams must determine prior to the administration of Day 2, and Day 2, 3, or 4, the amount of extended time the student will be provided. The extended time options are time and one-half, double-time, or three hours.

If a student has an ACT approved accommodation of extended time, then the student would use the same amount of extended time approved by ACT. However, if the student was approved for triple time on the ACT assessments

he/she would be designated the three hour extended time. For examinees that do not have ACT approved extended time, but have “extended time” in their IEP, 504, ELL instructional plan, the amount of extended time needed will need to be determined. This can be determined by the IEP or Section 504 Team, school staff member familiar with the student’s needs, or Test Accommodations Coordinator.

Examinees determined to need extended time should all be located in the same room, based on the designated amount of extended time. For example, all examinees designated for time and one-half should be in the same room. If more than 10 examinees will test together, a proctor is required to assist with the administration.

Reader, Audio Version, and DVDs

A student with a reader must be administered the test individually (one-on-one). Readers may not read the tests to a group of examinees.

An examinee using audio cassettes or audio DVDs may test in a group setting only if he/she has individual earphones/headset, can control the progress of his/her own player, and begins each test component at the same time as the other examinees in the group.

Restrictions in Selecting Staff for Special Testing

Because testing staff frequently administer accommodated assessments in a one-on-one setting and/or administer tests to the same individual over several sessions, no one involved in coaching high school or college athletics may serve as a Test Accommodations Coordinator, Room Supervisor or proctor for any student participating in athletics and testing with accommodations.

Security of Test Materials

The TAC is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier’s possession. The TAC must protect the materials from damage, theft or loss and from conditions that could allow prior access to the tests.

Test materials must be kept in a locked, secure area such as a vault or non portable cabinet in a locked, limited access room. Only the TAC and possibly a few specifically authorized persons may have access to the area.

Testing Window

The WorkKeys and Michigan Mathematics, Science and Social Studies tests must be administered only during the authorized accommodations testing window. Tests administered on any other date will not be scored.

- WorkKeys and Michigan Mathematics – March 14 – March 28, 2007
- Michigan Science and Social Studies – March 14 – March 30, 2007
 - Note – Administration of the Michigan Science and Social Studies assessments may not begin before the regular administration of the Michigan Science and Social Studies assessments in your school. (If your school is administering Michigan Science and Social Studies on March 16, then you may not begin administration of the Michigan Science and Social Studies for any accommodated version prior to March 16.)

Audio Versions of Assessments

Only students whose IEP, Section 504 Plan, or ELL instructional plan specifies that the students routinely use audio accommodations may use the audio versions (Audio DVD, cassettes or Reader Script).

- To order additional audio versions of the assessments, the Test Supervisor (TS) should order online at www.michigan.gov/mme-secure.

The following instructions are to be used when administering audio versions of the assessments:

1. The assessments *must be administered to each student individually*, using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged print version, students using the audio versions must have a printed copy of a form 0701 assessment booklet while they are taking the assessment. Make sure students indicate form 0701 on their answer documents as noted in the assessment directions.

3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may *not* be given any help with answering any assessment item.
4. Students who use the audio versions must use standard Spring 2007 answer documents, but may be given one of the following options:
 - Gridding their own answer documents
 - Marking answers in their assessment booklets and having a school staff member transcribe the answers into the answer documents
 - Indicating their responses to a **certified** school staff member who will then grid the answer documents
 - Braille their responses and have a **certified** school staff member transcribe the answers into the answer documents
5. The Room Supervisor must read the directions from this *MME Administration Manual* to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the assessment administrator first so any questions the student has can be addressed.
6. Students should set their audio equipment counters to “0” at the start of each assessment and should be encouraged to write the counter number in their assessment booklet whenever there is a question they wish to reconsider later in the assessment session.
7. The DVD audio version of the assessment contains item-by-item DVD tracking. Any instructions or assessment item scenario information is included on the track for the subsequent item. For example, Track 1 contains all assessment information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
8. Audio versions of the assessments are **secure materials** that must be returned at the end of the assessment window. **No copies of these materials may be made, downloaded or retained.**

Reader Script

Reading aloud the MME tests is a standard accommodation for students with disabilities (students who have this type of accommodation specified in their IEP or Section 504 Plan) and English language learners (See numbers 42 and 43 in the Assessment Accommodation Summary Table.)

Students using a reader must test individually, in a separate room. The reader must read directly from the reader script. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader must read the test directions, test passages and test questions exactly as they are presented with no explanation and no additional information provided to the examinee through the reading. The Room Supervisor normally serves as the reader.

Scribe/Transcriber, Tape Recorders and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible.

If the student uses a scribe/transcriber for the Social Studies constructed response items, the transcribers must meet the same standards required for other testing personnel. The student must dictate their response to the transcriber, who must write verbatim what the examinee says in the lined pages of the appropriate sections of the answer document. Students are to include specific instructions about punctuation, spelling, indention etc for the writing assessment. The transcriber is not to make any corrections or revisions not dictated by the student. Alternatively, the Room Supervisor/proctor may be authorized to transcribe the essay from a cassette. The supervisor/proctor must transcribe verbatim what is on the cassette/DVD.

Video Versions of Assessments

Only English language learners (ELL) at the basic or lower intermediate proficiency levels are eligible to use video versions of MME Administration. In Spring 2007, videos are available in Spanish, Arabic, and English.

- Spanish and Arabic video accommodations are an option for use with an English language learner who
 - ✓ is at the basic or lower intermediate English language proficiency levels, and
 - ✓ whose dominant language is Spanish or Arabic, and
 - ✓ is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.
- English video accommodations that are read in English are an option for use with an English language learner who:
 - ✓ is at the basic or lower intermediate English language proficiency levels, and
 - ✓ is dominant in a language other than English.

When administering video versions of the assessments:

1. The assessments are to be administered to students, either individually or in small groups, in a setting where the video will not disturb other students.
2. Students using the video version must have a printed copy of a form 0701 assessment booklet while they are taking the assessment. Make sure students indicate form 0701 on their answer documents as noted in the assessment directions.
3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark bubbles on the separate answer document.
4. Each assessment question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the assessment administration. If using a videotape, make sure it has been totally rewound prior to administering the assessment to a new student or group. Be sure that all students being assessed have a clear view of the screen. It is recommended a group size be no larger than five. Also, instruct students to provide a signal (such as putting their pencils down) to the administrator when they have finished answering a question. There is a pause of 5 to 7 seconds built into the video to facilitate this process. Also, each question is clearly labeled allowing ease of rewinding for students desiring a question to be repeated.

Videos are an optional accommodation. The TAC may order additional materials online at www.michigan.gov/mme-secure. When ordering, provide the number of student assessment materials needed by content area and language (Spanish, Arabic, or English). Please note: This oral accommodation is provided for Form 1. All assessment booklets and answer documents are printed in English.

Word Processors

The use of word processors is *only* permitted for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the social studies constructed response items assess the convention of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble must be gridded in box 13.

- **Word-processed answers must be transcribed into the student answer document by school staff.**
- Students who have an accommodation for the use of additional paper due to large handwriting must write on additional paper only and not in the answer document. Responses written on additional paper must be transcribed into the student answer document. Additional papers will not be scored.

Rapid Onset of Medical Disability

Prior to the MME assessments, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, TS must document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be documented in the school use only section on the student answer document.

Completing Accommodation Codes on Answer Documents for Students Testing with Accommodations

The TAC is responsible for completing the Admin timing codes and Accommodations information by content for each student testing with accommodations. Directions can be found in Appendix C.

Test Day Activities for Accommodations

The directions in this section are designed to supplement the Test Day Activities section. It will help ensure a smooth administration of the assessment. Be sure all testing staff has a complete copy of this manual, not just the verbal instructions, in order to verify procedures for any situation that may occur.

Verbal Instructions

The maximum length of each test session will vary depending on the timing guideline assigned for each student. Separate verbal instructions are provided for each timing code. You must be sure to use the correct instructions for each student.

Admin Code	Test One WorkKeys Reading for Information	Test Two WorkKeys Applied Mathematics	Test Three Michigan Mathematics	Test Four Michigan Science	Test Five Michigan Social Studies – Part 1	Test Six Michigan Social Studies - Part 2	Verbal Instructions
Standard Time	45 Minutes	45 Minutes	20 Minutes	50 Minutes	50 Minutes	50 Minutes	p.31
Time-and- a-Half	68 Minutes	68 Minutes	30 Minutes	75 Minutes	75 Minutes	75 Minutes	p.A–12
Double Time	90 Minutes	90 Minutes	40 Minutes	100 Minutes	100 Minutes	100 Minutes	p.A–30
Three Hours	180 Minutes	180 Minutes	180 Minutes	180 Minutes	180 Minutes	180 Minutes	p.A–48

Note: Page A-11 applies to all timing codes.

INDIVIDUAL IRREGULARITIES

Incorrect Timing Codes

A timing code is assigned to each student based on the accommodation designated in the IEP, 504 Plan or ELL Plan. Extreme care must be taken to ensure the correct timing code is administered. Administering tests using an incorrect timing code constitutes a serious irregularity that can invalidate scores. Call PEM as soon as you discover an error. In addition, document the situation in detail on the Irregularity Report.

Unauthorized Marking of responses in Test Booklet instead of on the answer document

Unless the examinee has an accommodation to mark their answers in the test booklet or on a large type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If a student not using this accommodation has mistakenly marked responses in the test booklet and has not transferred them to the answer document proceed as follows:

1. If time remains on the current test, instruct the student to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers can be transferred.
2. The student may then continue testing by marking answers only on the answer document.
3. Only responses marked on the answer document during the allowed time will be scored. Therefore do NOT allow the student to transfer responses from tests for which time has already been called, and do NOT allow the student to transfer responses during the break or after testing.
4. Document the situation on the Irregularity Report.

NOTE: The answer document will be scored as received. PEM will not transfer responses.

Marking responses in a Future Section of Answer Document: As soon as this error in marking is detected, give the student a new, blank answer document and:

1. If time remains on the current test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next item.
2. If time has been called on that test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next test.
3. After testing is completed, supervise the student as he/she transfers information from the first answer document to the appropriate sections on the new answer document, including demographic information. This transfer must occur under close supervision and without access to the test booklet.
4. Add a barcode label to the new answer document. (Print a barcode label from the OEAA-secure site if needed.)

Mark the first answer document REPLACED, document the situation in detail on the Irregularity Report and attach the replaced answer document to the report. Return the new answer document for scoring.

Marking Responses in a Previous Section of Answer Document or Working on Wrong Test: Both of these situations are considered prohibitive behavior.

Assessment Accommodation Consequences

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in grade 11 must take the complete MME in order to make AYP.

A state allowed standard assessment accommodation is one that does not change what the specific assessment is measuring. The score received by a student using a state allowed standard assessment accommodation would count when calculating NCLB participation rates. A nonstandard assessment accommodation *does* change what the assessment is measuring and results in an invalid score.

Use of a nonstandard assessment accommodation may also adversely affect a student's eligibility to earn a Michigan Promise Scholarship. All questions related to the Michigan Promise Scholarship should be directed to the Michigan Department of Treasury (toll-free 888-447-2687).

Appendix A:

Special Testing Arrangements

MME: WorkKeys and Michigan Components Accommodations

Eligibility

Examinees with documented physical or learning disabilities who cannot complete the assessments in the standard time limits, using standard materials, and under standard conditions may be tested under special conditions and/or using special testing materials available from PEM.

- Responsibility
- Assessment accommodations or special testing conditions are the responsibility of the test site. As a test accommodations coordinator, you must:
- make sure prior to the test date that examinees who might need and/or request special testing arrangements are aware of the accommodations available to them.
 - keep confidential and maintain disability documentation in the student’s file.
 - read and be familiar with the instructions on page 30 in this manual.
 - enter the correct Test Administration Code on the accommodated examinee’s answer document for **each** assessment administered with an accommodation, using the codes on page A-7.

Test Name: Reading for Information

TEST FORM	BOOKLET NUMBER	ADMIN. CODE	
A13AA	123456	150	1 (A) (B) (C) (D) (E)
			2 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			3 (A) (B) (C) (D) (E)
			4 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			5 (A) (B) (C) (D) (E)
			6 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			7 (A) (B) (C) (D) (E)
			8 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			9 (A) (B) (C) (D) (E)
			10 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			11 (A) (B) (C) (D) (E)
			12 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			13 (A) (B) (C) (D) (E)
			14 (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
			15 (A) (B) (C) (D) (E)

Test Day

Study these instructions before the test day. Read aloud all instructions in the shaded boxes. Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses is intended for the testing staff only and should not be read aloud.

As students enter, direct them to their seats according to the directions on pages 13-16 in this manual. Distribute the answer documents after seating all examinees as directed.

Because these tests may be administered over multiple days and multiple sessions, follow standard protocol for distributing test booklets and answer documents at the beginning of each session. Follow standard protocol for collecting test booklets and answer documents at the end of each session.

**Verbal Instructions
for Administering
Reading for Information—
Time-and-a-Half**

This morning, you will be taking part 2 of the Michigan Merit Exam, which includes the WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics assessments.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may use it only during the mathematics test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 2 and find Section A at the top of the page. Leave Box 10 blank. Find Box 11 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called

- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the

oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 68 minutes** and say:

We are now ready to begin the test. You will have 68 minutes to work on this test. Do not mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at the left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

When your watch or timer indicates **exactly 63 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 68 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....



68 Minutes

START _____

5 minutes
remaining _____

STOP _____

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys *Applied Mathematics* test. Look at your answer document. Turn again to page 2 and find Section B, the *Applied Mathematics* section.

Leave Box 13 blank.

Go to Section B in your test booklet. This is Section B - Applied Mathematics. Break the seal of your *Applied Mathematics* section now.

Turn to the directions page and read the directions silently as I read them aloud....

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

**Verbal Instructions
for Administering
Michigan Mathematics
Time-and-a-Half**

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi (π), use the number 3.14 for that value. If you have a π key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: $(2 + 6 + 7) \div 3$.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get } 477)$$

$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 68 minutes** and say:

We are now ready to begin the test. You will have 68 minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.



68 Minutes

START _____

5 minutes
remaining _____

STOP _____

Verbal Instructions for Administering *Michigan Mathematics* Time-and-a-Half

When your watch or timer indicates **exactly 63 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 68 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

We will now take a 5 minute break. You may stand quietly beside your desk. Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until after you are dismissed.

At the end of the break, say:

Attention. Please get ready to resume testing....

When everyone is ready, say:

Look at your answer document. Turn to page 2 and find Section C - the Michigan Mathematics. Break the seal on Section C of your test booklet now.

Turn to the directions page and read the directions silently as I read them aloud.

In this section you will continue to demonstrate your understanding of mathematics. You will have 30 minutes to finish this part of the test.

Read each question carefully and write all answers in Section C of your **Answer Document**. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 15 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.



30 Minutes

START _____

5 minutes remaining _____

STOP _____

When you reach the end of Section C, you may check your work for Section C only. Do not work on any other section of this test.

Once you have finished, close your booklet and **Answer Document** and put down your pencil.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 30 minutes** and say:

We are now ready to begin the test. You will have 30 minutes to work on this test. Mark your answers in Section C only of your answer document. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 25 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 30 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do

not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below (as specified by your Test Supervisor).

Option 1: Before dismissing your students, advise them when to report for the final portion of the Michigan Merit Exam, (Michigan Science and Social Studies). Then give them directions about the school schedule for the remainder of the day.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

OR

Option 2: Dismiss students for a 30 minute lunch. Stress the importance of returning promptly from lunch and being ready to test.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

MME Day 2, 3, or 4 Testing: Michigan Science and Social Studies Tests

Verbal Instructions for Administering *Michigan Science* Time-and-a-Half

Follow all directions on page 30 for the Michigan Science and Social Studies test administration.

This morning (afternoon), you will be taking the final portion of the Michigan Merit Exam, which includes Michigan Science and Social Studies.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may not use it for any part of the science or social studies test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you

are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A Michigan Science. Leave Box 14 blank. Find Box 15 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 15 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 16 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of Section A Michigan Science section. . . Turn to page 1 and read the direction silently as I read them aloud...

In this section you will continue to demonstrate your understanding of science. You will have 75 minutes to complete Section A.

Section A contains 53 multiple-choice questions. Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your **Answer Document**. If you are not sure of the answer to a question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.

If you finish Section A early, you may check your work for Section A only.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 75 minutes** and say:



We are now ready to begin the test. You will have 75 minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 70 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 75 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B, Michigan Social Studies Part One. Break the seal for Section B on your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

Section B of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section B contains 26 multiple-choice questions and one written response question. You will have 75 minutes to complete this part of the test.

Use a No. 2 pencil to mark your answer choices in Section B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

75 Minutes

START _____

5 minutes remaining _____

STOP _____

Verbal Instructions for Administering Michigan Social Studies - Part 1 Time-and-a-Half

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

If you finish Section B early, you may check your work from Section B only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...



Set your stopwatch or interval timer to **exactly 75 minutes** and say:

We are now ready to begin the test. You will have 75 minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 70 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 75 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

You will have a 10-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room. (If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.)

Give general directions and locations of restrooms and drinking fountains, if appropriate. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any examinees remain in the room, monitor them closely.

75 Minutes

START _____

5 minutes
remaining _____

STOP _____

Resume testing after exactly 10 minutes. Do not delay the start of Test 3 waiting for examinees who return late from the break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not mark the answer document VOID until you determine whether to schedule the student for makeup testing.

At the end of the break, say:

Attention. Please get ready to resume testing... Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Remove your answer document and check page 1 to be sure your name appears in **Box 2**...

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 2
Time-and-a-Half**

When you have all students' attention, continue:

Look at your answer document. Turn to page 8 and find Section C, Michigan Social Studies Part 2. Break the seal for Section C on your test booklet now.

Turn to page 19 and read the directions silently as I read them aloud.

Section C of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the question.

Section C contains 31 multiple-choice questions and one constructed response question. You will have 75 minutes to complete this part of the test.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

Use a No. 2 pencil to mark your answer choices in Section C of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 75 minutes** and say:

We are now ready to begin the test. You will have 75 minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 70 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 75 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.



75 Minutes

START _____

5 minutes
remaining _____

STOP _____

**Verbal Instructions
for Administering
Reading for Information—
Double Time**

This morning, you will be taking part 2 of the Michigan Merit Exam, which includes the WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics assessments.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may use it only during the mathematics test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 2 and find Section A at the top of the page. Leave Box 10 blank. Find Box 11 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called

- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the

oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 90 minutes** and say:

We are now ready to begin the test. You will have 90 minutes to work on this test. Do not mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at the left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

When your watch or timer indicates **exactly 85 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 90 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....



90 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys *Applied Mathematics* test. Look at your answer document. Turn again to page 2 and find Section B, the *Applied Mathematics* section.

Leave Box 13 blank.

Go to Section B in your test booklet. This is Section B - Applied Mathematics. Break the seal of your *Applied Mathematics* section now.

Turn to the directions page and read the directions silently as I read them aloud....

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

**Verbal Instructions
for Administering
Michigan Mathematics
Double Time**

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi (π), use the number 3.14 for that value. If you have a π key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: $(2 + 6 + 7) \div 3$.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get } 477)$$
$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 90 minutes** and say:

We are now ready to begin the test. You will have 90 minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.



90 Minutes

START _____

5 minutes remaining _____

STOP _____

Verbal Instructions for Administering *Michigan Mathematics* Double Time

When your watch or timer indicates **exactly 85 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 90 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

We will now take a 5 minute break. You may stand quietly beside your desk. Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until after you are dismissed.

At the end of the break, say:

Attention. Please get ready to resume testing....

When everyone is ready, say:

Look at your answer document. Turn to page 2 and find Section C - the Michigan Mathematics. Break the seal on Section C of your test booklet now.

Turn to the directions page and read the directions silently as I read them aloud.

In this section you will continue to demonstrate your understanding of mathematics. You will have 40 minutes to finish this part of the test.

Read each question carefully and write all answers in Section C of your **Answer Document**. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 15 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.



40 Minutes

START _____

5 minutes
remaining _____

STOP _____

When you reach the end of Section C, you may check your work for Section C only. Do not work on any other section of this test.

Once you have finished, close your booklet and **Answer Document** and put down your pencil.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 40 minutes** and say:

We are now ready to begin the test. You will have 40 minutes to work on this test. Mark your answers in Section C only of your answer document. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 35 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 40 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do

not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below (as specified by your Test Supervisor).

Option 1: Before dismissing your students, advise them when to report for the final portion of the Michigan Merit Exam, (Michigan Science and Social Studies). Then give them directions about the school schedule for the remainder of the day.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

OR

Option 2: Dismiss students for a 30 minute lunch. Stress the importance of returning promptly from lunch and being ready to test.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

MME Day 2, 3, or 4 Testing: Michigan Science and Social Studies Tests

Verbal Instructions for Administering *Michigan Science* Double Time

Follow all directions on page 30 for the Michigan Science and Social Studies test administration.

This morning (afternoon), you will be taking the final portion of the Michigan Merit Exam, which includes Michigan Science and Social Studies.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may not use it for any part of the science or social studies test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you

are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A Michigan Science. Leave Box 14 blank. Find Box 15 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 15 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 16 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of Section A Michigan Science section. . . Turn to page 1 and read the direction silently as I read them aloud...

In this section you will continue to demonstrate your understanding of science. You will have 100 minutes to complete Section A.

Section A contains 53 multiple-choice questions. Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your **Answer Document**. If you are not sure of the answer to a question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.



100 Minutes

START _____

5 minutes
remaining _____

STOP _____

Verbal Instructions for Administering *Michigan Social Studies - Part 1* Double Time

If you finish Section A early, you may check your work for Section A only.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 100 minutes** and say:

We are now ready to begin the test. You will have 100 minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 95 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 100 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B, Michigan Social Studies Part One. Break the seal for Section B on your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

Section B of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section B contains 26 multiple-choice questions and one written response question. You will have 100 minutes to complete this part of the test.

Use a No. 2 pencil to mark your answer choices in Section B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

If you finish Section B early, you may check your work from Section B only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...



Set your stopwatch or interval timer to **exactly 100 minutes** and say:

We are now ready to begin the test. You will have 100 minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 95 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 100 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

You will have a 10-minute break. Testing will resume promptly at____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room. (If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.)

Give general directions and locations of restrooms and drinking fountains, if appropriate. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any examinees remain in the room, monitor them closely.

100 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____

Resume testing after exactly 10 minutes. Do not delay the start of Test 3 waiting for examinees who return late from the break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not mark the answer document VOID until you determine whether to schedule the student for makeup testing.

At the end of the break, say:

Attention. Please get ready to resume testing... Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Remove your answer document and check page 1 to be sure your name appears in **Box 2...**

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 2
Double Time**

When you have all students' attention, continue:

Look at your answer document. Turn to page 8 and find Section C, Michigan Social Studies Part 2. Break the seal for Section C on your test booklet now.

Turn to page 19 and read the directions silently as I read them aloud.

Section C of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the question.

Section C contains 31 multiple-choice questions and one constructed response question. You will have 100 minutes to complete this part of the test.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

Use a No. 2 pencil to mark your answer choices in Section C of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 100 minutes** and say:

We are now ready to begin the test. You will have 100 minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 95 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 100 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.



100 Minutes

START _____

5 minutes
remaining _____

STOP _____

**Verbal Instructions
for Administering
Reading for Information—
Three Hours**

This morning, you will be taking part 2 of the Michigan Merit Exam, which includes the WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics assessments.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may use it only during the mathematics test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 2 and find Section A at the top of the page. Leave Box 10 blank. Find Box 11 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called

- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the

oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Do not mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at the left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....



180 Minutes

START _____

5 minutes
remaining _____

STOP _____

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys *Applied Mathematics* test. Look at your answer document. Turn again to page 2 and find Section B, the *Applied Mathematics* section.

Leave Box 13 blank.

Go to Section B in your test booklet. This is Section B - Applied Mathematics. Break the seal of your *Applied Mathematics* section now.

Turn to the directions page and read the directions silently as I read them aloud....

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

**Verbal Instructions
for Administering
Michigan Mathematics
Three Hours**

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi (π), use the number 3.14 for that value. If you have a π key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: $(2 + 6 + 7) \div 3$.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get } 477)$$

$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.



180 Minutes

START _____

5 minutes
remaining _____

STOP _____

Verbal Instructions for Administering *Michigan Mathematics* Three Hours

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

We will now take a 5 minute break. You may stand quietly beside your desk. Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until after you are dismissed.

At the end of the break, say:

Attention. Please get ready to resume testing....

When everyone is ready, say:

Look at your answer document. Turn to page 2 and find Section C - the Michigan Mathematics. Break the seal on Section C of your test booklet now.

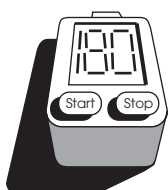
Turn to the directions page and read the directions silently as I read them aloud.

In this section you will continue to demonstrate your understanding of mathematics. You will have 180 minutes to finish this part of the test.

Read each question carefully and write all answers in Section C of your **Answer Document**. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 15 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.



180 Minutes

START _____

5 minutes
remaining _____

STOP _____

When you reach the end of Section C, you may check your work for Section C only. Do not work on any other section of this test.

Once you have finished, close your booklet and **Answer Document** and put down your pencil.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Mark your answers in Section C only of your answer document. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do

not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below (as specified by your Test Supervisor).

Option 1: Before dismissing your students, advise them when to report for the final portion of the Michigan Merit Exam, (Michigan Science and Social Studies). Then give them directions about the school schedule for the remainder of the day.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

OR

Option 2: Dismiss students for a 30 minute lunch. Stress the importance of returning promptly from lunch and being ready to test.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items E, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

MME Day 2, 3, or 4 Testing: Michigan Science and Social Studies Tests

Verbal Instructions for Administering *Michigan Science* Three Hours

Follow all directions on page 30 for the Michigan Science and Social Studies test administration.

This morning (afternoon), you will be taking the final portion of the Michigan Merit Exam, which includes Michigan Science and Social Studies.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, pagers, and electronic devices of any kind is not allowed at any time, including during breaks. They must be turned off until you have been dismissed after testing concludes. If your phone or other device is activated or sounds during testing, or if you use it without permission at any time, you will be dismissed and your answer document will not be scored. Please take a moment now to be sure the power is turned off on all electronic devices and put them away. If you brought a calculator, put it away now; you may not use it for any part of the science or social studies test....

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you

are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A Michigan Science. Leave Box 14 blank. Find Box 15 - Test Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form number is printed in the lower-right corner. Print that number in Box 15 on your answer document. Then fill in the corresponding oval in each column.... If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 16 on your answer document. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Form Number and Booklet Number correctly on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now.** If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **VOID**. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of Section A Michigan Science section. . . Turn to page 1 and read the direction silently as I read them aloud...

In this section you will continue to demonstrate your understanding of science. You will have 180 minutes to complete Section A.

Section A contains 53 multiple-choice questions. Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your **Answer Document**. If you are not sure of the answer to a question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.

If you finish Section A early, you may check your work for Section A only.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...



Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B, Michigan Social Studies Part One. Break the seal for Section B on your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

Section B of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section B contains 26 multiple-choice questions and one written response question. You will have 180 minutes to complete this part of the test.

Use a No. 2 pencil to mark your answer choices in Section B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

180 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 1
Three Hours**

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

If you finish Section B early, you may check your work from Section B only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...



Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

You will have a 10-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room. (If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.)

Give general directions and locations of restrooms and drinking fountains, if appropriate. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any examinees remain in the room, monitor them closely.

180 Minutes

START _____

5 minutes
remaining _____

STOP _____

Resume testing after exactly 10 minutes. Do not delay the start of Test 3 waiting for examinees who return late from the break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not mark the answer document VOID until you determine whether to schedule the student for makeup testing.

At the end of the break, say:

Attention. Please get ready to resume testing... Remember, if you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a pager, cell phone, or other electronic device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Remove your answer document and check page 1 to be sure your name appears in **Box 2...**

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 2
Three Hours**

When you have all students' attention, continue:

Section C of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the question.

Section C contains 31 multiple-choice questions and one constructed response question. You will have 180 minutes to complete this part of the test.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

Use a No. 2 pencil to mark your answer choices in Section C of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions?...

Set your stopwatch or interval timer to **exactly 180 minutes** and say:

We are now ready to begin the test. You will have 180 minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 180 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up....

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up...

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.



180 Minutes

START _____

5 minutes
remaining _____

STOP _____

Appendix B: MME Assessment Accommodations Summary Table

Spring 2007**Michigan Merit Examination (MME) Accommodations Summary Table**

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for Michigan students. The following provides a summary for Michigan educators, parents and parties who are interested in the standard (S) and nonstandard (NS) accommodations for the MME students eligible for special education, Section 504 students, and English language learners. The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MME. It is not to be used as a checklist for determining what assessment accommodations should be used for a student.

Spring 2007

Michigan Merit Examination (MME) Accommodations Summary Table

The Michigan Merit Examination (MME) will be given for the first time in the spring of 2007.

The MME consists of three major components: the ACT Plus Writing test, two WorkKeys tests (Reading for Information and Applied Mathematics), and Michigan developed items for mathematics, science and social studies. Based on analyses already completed, the MDE has determined that the Michigan developed items are necessary to meet federal requirements to measure the current Michigan content standards. The chart below outlines the Spring 2007 test organization.

Spring 2007 Test Organization						
Day*	Assessment	Subject Session	Number of Parts	Total Items	Testing Time (minutes)	Estimated Time Required for Administration
Day 1 March 13 (Makeup March 27)	ACT Plus Writing	English	5	75 MC items	45	Total test time - including check in, instructions, breaks, and collection of materials - 5 hours
		Mathematics		60 MC items	60	
		Reading		40 MC items	35	
		Science		40 MC items	35	
		Writing		1 Prompt	30	
Day 1 Standard Testing Time 205 minutes (3 hrs / 25 minutes)						
Day 2 March 14 (Makeup March 28)	WorkKeys	Reading for Info	3	33 MC items	45	Total test time - including check in, instructions, breaks, and collection of materials - 3 hours
		Applied Mathematics		33 MC items	45	
	Michigan	Mathematics		15 MC items	20	
Day 2 Standard Testing Time 110 minutes (1 hour / 50 minutes)						
Day 2, 3, or 4 March 14, 15, or 16 (Makeup March 28, 29, or 30)	Michigan	Science	3	53 MC items	50	Total test time - including check in, instructions, breaks, and collection of materials - 3.5 hours
		Social Studies		26 MC items and 1 prompt	50	
				31 MC items and 1 prompt	50	
Day 2 Standard Testing Time 150 minutes (2 hours / 30 minutes)						
One additional test session on Day 2, 3, or 4 Standard Testing Time 150 minutes (2 hours / 30 minutes)						
			TOTAL Minutes		465	
			TOTAL hours		7.75	
*More detailed information about this schedule and the MME program is available on the MME website at www.mi.gov/mme .						

The chart below outlines which components contribute to each MME score. The MME scores will play a role in qualifying for the Michigan Merit Award and will be the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and EdYES! accountability reports for high schools.

Components Contributing to MME Scores									
Day	Test	Subject Session	Parts	ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	1	X		X			
		Mathematics	1				X		
		Reading	1	X	X				
		Science	1				X	X	
		Writing	1	X			X		
Day 2	WorkKeys	Reading for Information	1	X	X				
		Applied Mathematics	1				X		
	Michigan	Mathematics	1					X	
Day 2, 3, or 4	Michigan	Science	1					X	
		Social Studies	2	X			X		X

Test Accommodations Window

All accommodated testing must be administered within a designated two-week window beginning on the initial test date for that component of the MME and ending on the makeup date for that component. Individual students must take the tests in prescribed order – Day 1 (the ACT), followed by the Day 2 tests, followed by the Day 2, 3, or 4 tests. All testing staff must meet ACT's requirements. If testing occurs outside the authorized window, or with procedures that conflict with ACT directions, or under the supervision of testing staff who do not meet ACT's requirements, the answer documents will not be scored.

ACT-Approved vs. State-Allowed Accommodations on the ACT

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from MME testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies. Therefore, effective with the Spring 2007 implementation of the MME, ACT will support the following two forms of accommodations on the ACT when it is administered as Day 1 of the MME:

- 1) **ACT-approved accommodations** that result in ACT scores that are fully reportable to colleges, scholarships, and other entities *in addition* to being used for MME purposes. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-approved accommodations.
- 2) **"State-allowed" accommodations** that result in ACT scores for MME purposes only. English language learners who do not have a disability but receive accommodations in school should request state-allowed accommodations.

Requesting Accommodations on the ACT-Applies to Day 1 Testing only

In general, all accommodations on the ACT must be requested and reviewed by ACT. However, there are limited exceptions. For example, because testing will normally occur at the local school rather than a separate test center, some arrangements do **not** require review or prior approval from ACT (e.g., placement at the front of the room). Such arrangements are noted on the attached accommodations summary table as **not** requiring ACT review or approval if no other accommodations are requested.

All schools must appoint a Test Accommodations Coordinator (TAC) who will submit requests for accommodations to ACT. The TAC will have access to two different request forms specifically designed for the MME administration of the ACT:

- 1) **ACT-Approved Accommodations** – A request form will be used to request ACT approval of accommodations on the MME for students who meet ACT eligibility requirements.
- 2) **State-Allowed Accommodations** – This application will be used to request test materials for students who will test with “state-allowed” accommodations. These students will be those who do not meet ACT’s eligibility requirements (e.g., English language learners with no disabilities) or whose requests for ACT approval have been denied.

ACT Review of Accommodations Requests-Applies to Day 1 Testing Only

ACT will review requests for ACT approval by applying the Americans with Disabilities (ADA) standards that are used for all such requests. Not every request for an accommodation listed on the attached accommodations summary table as available will be approved. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student. ACT’s decision whether to approve the requested accommodations under the ADA will determine whether resulting ACT scores can be reported to colleges *in addition to* being used for MME purposes.

Students who do not meet ACT eligibility requirements (e.g., English language learners with no disabilities) or whose requested accommodations are denied by ACT may apply to take the ACT with the denied accommodations under the “state allowed” accommodations option, **or** they may test under standard conditions. NOTE: Students must apply for the “state-allowed” accommodations so that ACT can ship the correct ACT test materials – which are *different* from those used by examinees testing with ACT-approved accommodations.

ACT scores resulting from testing with “state-allowed” accommodations will **not** be college reportable. Thus, some students will achieve ACT scores that are college reportable because their accommodations have been approved by ACT, while others using the same accommodations will achieve ACT scores that are **not** college reportable because their use of those accommodations was not approved by ACT.

Local Decision for Accommodations on WorkKeys and Michigan Components

There is **no** separate request form for accommodations on WorkKeys or the Michigan components of the MME. ACT’s approval of accommodations applies to the administration of the ACT Plus Writing **only**. School personnel are advised to use ACT’s approval as a guideline for ordering alternate formats (e.g., audio versions, large print) of the WorkKeys tests and Michigan components of the MME. Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the “Michigan Components” columns of the attached accommodations summary table, even if the student tests without those accommodations on the ACT.

Reading the MME Accommodations Summary Table

The attached Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table is arranged in columns, explained below.

Column	Explanation
Accommodation	Each accommodation that appears on the Assessment Accommodations Summary Table approved by the Michigan State Board of Education is listed.
Michigan Components & MME Scores	MDE has indicated whether each accommodation is considered Standard (S) or Nonstandard (NS) for the Michigan components and for MME Scores. Separate notations have been made for each group - IEP, 504, and ELL. The notations are the same as MEAP unless the row has been shaded (for example, see accommodation #42).
May Request	ACT has indicated whether each accommodation may be requested for the ACT, and alternate formats ordered for the WorkKeys, beginning with the Spring 2007 administration of the MME. Accommodations for which local decisions may be made without a request to ACT are specifically noted.
ACT Comments	These comments clarify ACT's understanding of each accommodation and any associated restrictions related to the ACT and WorkKeys components.
College Reportable ACT Scores	ACT has noted whether each accommodation when approved by ACT for an individual student with disabilities will result in ACT scores that are fully reportable to colleges and other entities. Offered accommodations, when not approved by ACT for an individual student, will result in ACT scores that are reportable only for MME purposes (i.e., "state-allowed" accommodations). If a student uses a combination of accommodations and any of those accommodations were not approved by ACT, the resulting scores will not be college reportable.

The State Board of Education, at its June 2005 meeting, approved standard and non standard assessment accommodations for all state assessments programs. The following provides a summary for Michigan educators, parents, and parties who are interested in the standard (S) and nonstandard (NS) accommodations for the MME for students eligible for special education, Section 504 students and English language learners. The summary table of the assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MME. It is *not* to be used as a checklist for determine what assessment accommodations should be used for a student.

Please refer to the www.michigan.gov/mme website for up to date details on MME Assessment of Special Populations for specific accommodations.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
A. Timing/Scheduling						
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S	Yes	Time-and-a-half in single self-paced session using regular or large-print. For certain formats and disabilities, ACT will assign a timing guideline for the ACT based on the test format and disability, up to triple time (and testing over multiple days, one test per day).	Yes Yes — only if ACT timing guidelines are followed
2. Frequent or appropriate supervised breaks	S	S	S	Yes	Interpreted as “stop-the-clock” breaks; normally available only with standard time. If requested with extended time, must provide documentation to support need for “stop-the-clock” breaks <i>in addition to</i> extended time.	Yes
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S	Yes	Must be within the designated two-week window beginning on initial state test day for that component and ending on the makeup day for that component. Components of the MME must be taken in prescribed order, with all of Day 1 tests (ACT) completed before proceeding to Day 2 tests (WorkKeys) and all of Day 2 tests completed prior to beginning Michigan components (Days 2-7).	Yes
4. Clock or method of informing students of remaining time	S	S	S	No request necessary — but must adhere to all ACT directions	Five minutes remaining announcement routinely part of verbal instructions for all students on ACT and WorkKeys, plus a one minute remaining announcement on the WorkKeys tests. Students approved for time extensions on the ACT are given hourly announcements of time. No other assistance in monitoring time is allowed.	Yes

1. “Yes” in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
B. Setting						
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
7. Administration of the assessment in a special education setting	S	S	NA	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA	Yes	Appropriate off-site application must be approved by ACT.	Yes
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	NA	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
11. Administration of the assessment in a small group	S	S	S	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
12. Administration of the assessment individually	S	S	NA	Local decision unless required by approved accommodation	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Note that individual testing is required for selected accommodations (e.g., if approved accommodations could disturb others or if using a reader).	Yes
13. Tools to assist with concentration	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the tools proposed for use.	Depends on details
14. Qualified person familiar to the student administers the assessment	S	S	S	No request necessary – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #34 and #35.	Yes
15. Appropriate seating, special lighting, or furniture	S	S	NA	Local decision	Provided by the school.	Yes
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
17. Background music or noise buffers	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Music and earplugs not normally approved. Approval and reportable status depend on detailed information about the buffers proposed.	Depends on details

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Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
C. Presentation						
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	Yes	Provided by school or student.	No
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	Yes	Provided by school or student.	No
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS	Yes	Provided by school or student.	No
21. Use of screen reader for English language arts reading assessment	NS	NS	NS	NA		NA
22. Use of an abacus	S	S	NA	Yes	Provided by school or student; student must test individually.	Yes
23. Use of arithmetic tables	NS	NS	NS	No		NA
24. Use of actual coins and bills	S	S	NA	NA	Items do not involve this kind of manipulation.	NA
25. Use of manipulative for mathematics assessments, such as base 10 blocks	NA	NA	NA	NA	Items do not involve this kind of manipulation.	NA

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Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
27. Use of state-produced video or audio version of the assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish or who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native languages in the school setting	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
30. Provision for student restatement of directions in the student's own words	S	S	S	Yes	Only if tested individually.	No

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if** *ALL* accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
31. Students asking for clarification of directions	S	S	S	Yes	Only if tested individually.	No
32. Directions provided using sign language	S	S	NA	Yes	Applies only to spoken instructions exactly as provided in the administration manual.	Yes
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S	No request necessary – staff must meet all ACT requirements	Only if all directions for test administration are read verbatim in English with no clarifications in another language.	Yes
34. Administration of the assessment by person familiar to the student	S	S	S	No request necessary – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #14 and #35.	Yes
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS	No request necessary – staff must meet all ACT requirements	For state testing, ACT administration manual states that testing staff may be “current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers’ aides.” Staff may not be “volunteers.” In addition: “High school students and lower-division undergraduates may not work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the test in any capacity.” Additional restrictions regarding relatives and athletic coaches also apply.	Yes
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS	NA		NA

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Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S	No	ACT and WorkKeys tests must always be administered in prescribed sequence.	NA
38. Administer assessment sections in any order for Mathematics	S	S	S	NA	ACT Mathematics test and WorkKeys Applied Mathematics are not in sections.	NA
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S	Yes	Directions in the test booklet not normally read aloud. Permitted only if approved for reader or audio version of test.	Yes
40. Emphasis on key words in directions	S	S	NA	Yes	Directions in the test booklet not normally read aloud. Permitted only if approved for reader or audio version of test. Emphasis only as marked in the printed directions; must be read verbatim without signals regarding right or wrong.	Yes
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA	Yes	If cues will disturb other examinees, must test individually.	Yes
42. Reading aloud the reading components of the ACT and WorkKeys	S	S	S	Yes	Must be read in English. Must test individually if not using audio version with headset (see #61 for audio version).	Yes
43. Reading aloud the mathematics, science and social studies components of the ACT and WorkKeys	S	S	S	Yes	Must be read in English. Must test individually if not using audio version with headset (see #61 for audio version).	Yes

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
45. Sign the mathematics, science and social studies assessments	S	S	NA	Yes	Exact English Signing (EES) of test items may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-approved.	Yes – only if EES approved by ACT No – if ASL or other sign language
46. Sign the English language arts assessment	NS	NS	NA	Yes	Exact English Sign (EES) may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-approved.	Yes – only if EES approved by ACT No – if ASL or other sign language
47. Use of a page turner	S	S	NA	Local decision – staff must meet all ACT requirements	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Page turner must meet same requirements as all testing staff.	Yes

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
48. Placement of teacher/proctor near student	S	S	NA	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
49. Use of rulers as provided by the State	S	S	S	NA	Items do not require rulers.	NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors	S	S	NA	NA	Items do not require rulers or protractors.	NA
51. Use of list of formulae as provided by the state	S	S	S	NA	WorkKeys formula sheet routinely provided for all students taking WorkKeys Applied Mathematics (not an accommodation). No formulae allowed for ACT tests.	NA
52. Use of calculator/talking calculator on the non-calculator sections of the mathematics assessment	NS	NS	NA	NA	There are no "noncalculator" sections of the ACT Mathematics test or WorkKeys Applied Mathematics. See also #53.	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S	No request - necessary - calculator must meet all ACT requirements	Calculators are permitted throughout the ACT Mathematics test and WorkKeys Applied Mathematics (except those listed by ACT as "prohibited" in publications and on website). If talking calculator, student must test individually.	Yes
54. Use of a calculator on the science and social studies assessments	NA	NA	NA	No	Calculators are permitted only on the ACT Mathematics test and WorkKeys Applied Mathematics, not any other tests.	NA
55. Use of magnification devices	S	S	NA	Yes	Provided by school or student. May require student to test individually.	Yes
56. Use of auditory amplification devices or special sound systems	S	S	NA	Submit details with request	Used only for spoken instructions. Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about proposed devices or systems.	Depends on details
57. Use of closed circuit television	S	S	S	Yes	Provided by school or student. Student must test individually.	Yes

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Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table							
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components			
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹	
58. Student's use of acetate-colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	NA	Yes	Provided by school or student. "Reading guides" are interpreted as place-keepers. May require student to test individually (e.g., highlighters).	Yes	
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive.)	S	S	NA	Yes	Provided by school or student.	Yes	
60. State produced Braille and enlarged print versions of assessment	S	S	NA	Yes		Yes	
61. State produced audio versions of the assessments (ELA, mathematics, science, social studies)	S	S	S	Yes	Must use headset if testing in a group.	Yes	
D. Response							
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS	NA	The only constructed response is the ACT Writing Test, and it must be written in English. No constructed responses on WorkKeys.	NA	
63. Oral responses	S	S	NA	Yes	Only if tested individually, responses are in English, and responses marked on scannable document by testing staff.	Yes	
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA	Yes	Applies only to ACT Writing Test. Only if tested individually. For college-reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT	
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S	NA	No constructed response items in these subjects on ACT or WorkKeys.	NA	

1. "Yes" in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments	S	S	NA	Yes	Only if tested individually and responses are in English. For college-reportable ACT scores, tape recording must be returned to ACT.	Yes – only if recording of test session returned to ACT
67. Respond in sign language for English language arts	S	S	S	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college-reportable ACT scores, video documentation of test session must be returned to ACT. Sign language response to ACT Writing Test must be Exact English Signing (EES).	Yes – only if recording of test session returned to ACT and Writing Test signed EES
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college-reportable ACT scores, video documentation of test session must be returned to ACT.	Yes – only if recording of test session returned to ACT
69. Use of argumentative communication devices	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the devices proposed for use.	Depends on details
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	NA	Yes	Applies only to ACT Writing Test.	Yes
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies	S	S	NA	Yes		No
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	Yes	If student points to answers, students must test individually.	Yes

1. “Yes” in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores ¹
73. Use of Braillewriter	S	S	NA	Yes	Provided by school or student.	Yes
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA	Yes	Applies only to ACT Writing Test (see #64). Only if tested individually. For college-reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT
75. Adapted paper, lined or grid paper for recording answers	S	S	NA	Yes	Provided by school. Student must test individually and responses transferred to scannable answer document by testing staff while examinee observes.	Yes
76. Use of computer with alternative access for an alternative response mode	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed alternative access.	Depends on details
77. Use of speech to text word processing for mathematics, science, and social studies	NS	NS	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details
78. Use of speech to text word processing for mathematics, science, and social studies	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details
79. Use of alternative writing position	S	S	NA	Yes	If position will disturb other examinees, must test individually.	Yes
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA	Yes	Provided by school or student.	Yes
81. Write directly in assessment booklet	S	S	S	Yes	Only if responses transcribed to scannable answer document by testing staff while examinee observes.	Yes

1. “Yes” in this column means ACT scores will be college reportable **ONLY IF** the listed accommodation was approved by ACT for an individual student with disabilities. If the accommodation was not approved by ACT for an individual student, such as an English language learner without a disability, the scores will not be college reportable. If the student tests with multiple accommodations, ACT scores will be college reportable **only if ALL** accommodations were ACT-approved.

Appendix C: MME Accommodation and School Use Only Codes

Accommodation School Use Only Codes

This document is designed to assist you in completing required information about your students on the Day 2 and Day 2, 3 or 4 answer documents of the spring 2007 MME testing. If these directions are not followed, results for your school are at risk of being inaccurately reported on student, school, and accountability reports.

Day2 – WorkKeys and Michigan Mathematics

The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each student, school, and district. Boxes 7, 10, 13, 14 and 15 reflect this requirement.

Only school staff can complete School Use Only and Admin Code boxes. Students are not to complete any part of these boxes.

Box 7 – School Use Only

Between now and test day, complete the information in Box 7 - School Use only Report Codes. Please note that this information can also be entered using the Demographic Update on the OEAA-secure site.

Report Codes have been included in box 7 - School Use Only. Schools must make the decision as to whether these ovals are completed, using the following guidelines. Mark all that apply.

Home Schooled—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the Michigan Merit Examination, but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district and wish to test. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP)—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless—A homeless student is one who lacks a fixed, regular, and adequate night time residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Native Language for English Language Learners (ELL) and Formerly LEP students

- Spanish
- Arabic
- Chaldean
- Other Language

Box 10 – Admin Code

If the student took the test with an accommodation for Reading for Information, complete Box 10 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 13 – Admin Code

If the student took either the Applied Mathematics or Michigan Mathematics with an accommodation, complete Box 13 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 14 - School Use Only Reading

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested using state allowed accommodations. Mark only one oval for each question. Skip questions 3 through 9 if accommodations were not used for testing.
- Question 10 – This is applicable for **non standard accommodations** or **prohibitive behavior**.

Note- Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table* in Appendix B or available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student's reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the Reading for Information test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the Reading for Information test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the Reading for Information test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's script in English (42, 43)
- C. Video or audio in English **for ELL** (26, 27)
- D. Video or audio in Arabic **for ELL** (28)
- E. Video or audio in Spanish **for ELL** (28)
- F. Translation of reader's script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the Reading for Information test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the Reading for Information test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use

- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Do Not Use
- F. Do Not Use
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Reading for Information test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur? Mark all that apply.

- A. Non standard accommodations
- B. Prohibitive behavior

Box 15 - School Use Only Mathematics

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested using state allowed accommodations. Mark only one oval for each question.
- Question 10 – This is applicable for **non standard accommodations** or **prohibitive behavior**.
- **NOTE: Box 15 Mark the oval if the response is applicable to either WorkKeys Applied Mathematics or Michigan Mathematics.**

Note- Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table* in Appendix B or available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student's reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the mathematics test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the mathematics test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the mathematics test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's script in English (42, 43)
- C. Video or audio in English **for ELL** (26, 27)
- D. Video or audio in Arabic **for ELL** (28)
- E. Video or audio in Spanish **for ELL** (28)
- F. Translation of reader's script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the mathematics test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the mathematics test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Do Not Use

- F. Do Not Use
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the mathematics test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur? Mark all that apply.

- A. Non standard accommodations
- B. Prohibitive behavior

Day 2, 3 or 4 –Michigan Science and Social Studies Part 1 and 2

The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each student, school, and district. Boxes 7, 12, 13, 14 and 17 reflect this requirement.

Only school staff can complete School Use Only and Admin Code boxes. Students are not to complete any part of these boxes.

Box 7 – School Use Only

Between now and test day, complete the information in Box 7 - School Use only Report Codes. Please note that this information can also be entered using the Demographic Update on the OEAA-secure site.

Report Codes have been included in box 7 - School Use Only. Schools must make the decision as to whether these ovals are completed, using the following guidelines. Mark all that apply.

Home Schooled—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the Michigan Merit Examination, but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district and wish to test. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP)—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless—A homeless student is one who lacks a fixed, regular, and adequate night time residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Native Language for English Language Learners (ELL) and Formerly LEP students

- Spanish
- Arabic
- Chaldean
- Other Language

Box 14 – Admin Code

If the student took the test with an accommodation for Science, complete Box 14 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 17 – Admin Code

If the student took either the Applied Mathematics or Michigan Mathematics with an accommodation, complete Box 17 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 12 - School Use Only Science

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested using state allowed accommodations. Mark only one oval for each question. Skip questions 3 through 9 if accommodations were not used for testing.
- Question 10 – This is applicable for **non standard accommodations** or **prohibitive behavior**.

Note- Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table* in Appendix B or available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student’s reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what **testing time** did this student take the Science test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which **test booklet format** did this student use for the Science test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which **audio or sign language presentation of test items**, if any, did this student use for the Science test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's script in English (42, 43)
- C. Video or audio in English **for ELL** (26, 27)
- D. Video or audio in Arabic **for ELL** (28)
- E. Video or audio in Spanish **for ELL** (28)
- F. Translation of reader's script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which **accommodated presentation of test directions**, if any, did this student use for the Science test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which **accommodated response mode**, if any, did this student use for the Science test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)

- E. Do Not Use
- F. Do Not Use
- G. Brailewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Science test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur? Mark all that apply.

- A. Non standard accommodations
- B. Prohibitive behavior

Box 13 - School Use Only Social Studies/Writing

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested using state allowed accommodations. Mark only one oval for each question.
- Question 10 – This is applicable for **non standard accommodations** or **prohibitive behavior**.
- **NOTE: Box 13 Mark the oval if the response is applicable to either Michigan Social Studies Part 1 or Part 2.**

Note- Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table* in Appendix B or available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student's reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the Social Studies test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the Social Studies test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the Social Studies test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's script in English (42, 43)
- C. Video or audio in English **for ELL** (26, 27)
- D. Video or audio in Arabic **for ELL** (28)
- E. Video or audio in Spanish **for ELL** (28)
- F. Translation of reader's script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the Social Studies test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the Social Studies test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Scribe for constructed response **only** (64, 74)
- C. Respond in sign language (67, 68)

- D. Augmentative communication devices (69)
- E. Computer for constructed response with certain functions disabled (70)
- F. Computer for constructed response with functions not disabled (71)
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Social Studies test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur? Mark all that apply.

- A. Non standard accommodations
- B. Prohibitive behavior

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**MME Administration Manual
Spring 2007**